

PREPUBLICATION COPY

GRADE

2

ReadyGEN 

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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PEARSON

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Welcome to *ReadyGEN*!

Dear *ReadyGEN* Teachers,

As we continue our partnership with you to develop a Core Curriculum that meets New York City's literacy requirements and the ELA Common Core Standards, we look to you for feedback on your *ReadyGEN* resources. The prepublication format of some of your current materials offers this unique opportunity to further shape *ReadyGEN*. We encourage you to visit **PearsonSchool.com/NYCRadyGEN** and look for the Feedback button, which you can use to share your comments with us. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials, as well as for the advance postings of instructional materials.

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Sleuth, Units 1–6
- Text Collection, Units 1–3
- Reader's and Writer's Journal (*prepublication format*), Units 2–3

Teacher Materials

- Teacher's Guide (*prepublication format*), Units 2–3
- Reader's and Writer's Journal Teacher's Guide (*prepublication format*), Units 2–3
- Scaffolded Strategies Handbook (*prepublication format*), Units 2–3

We look forward to continuing our collaboration with you to set your students on the path to reading and writing success.

Sincerely,
The *ReadyGEN* Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and

related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,
Sharon Vaughn
University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn
Executive Director and Founder, LitLife and LitWorld



What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 3

Building Ideas



MODULE A Common Core Lesson Launch.....1–9

Lessons 1–1310–113

Performance-Based Assessment (Informative)114–121

TEXT SET



ANCHOR TEXT

*Theodore Roosevelt:
The Adventurous
President*



SUPPORTING TEXT

*Marching with Aunt
Susan*



SLEUTH

“A Few Good Words”
“Gregor Mendel”

MODULE B Common Core Lesson Launch.....122–131

Lessons 1–12132–227

Performance-Based Assessment (Informative).....228–235

TEXT SET



ANCHOR TEXT

*The Man Who
Made Parks*



SUPPORTING TEXT

City Green



SLEUTH

“Josh Gibson”

UNIT 3 Common Core Teacher Resources

Routines TR28–TR49

Graphic Organizers..... TR51–TR65

Text Complexity Rubrics TR66–TR69

Go to [PearsonSchool.com/NYCRReadyGEN](https://www.PearsonSchool.com/NYCRReadyGEN) for the Curriculum Updates.

- End-of-Unit Assessment

Assessment

ReadyGEN provides various assessment opportunities for you to use with children to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If... students struggle to explain how a character's actions contribute to a story's events,
Then... use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If... students need extra support to understand the story,
Then... use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of children. Using these Monitor Progress formative assessments, you will be consistently aware of how children are changing and developing throughout the year. You can use this performance data to meet the individual needs of children.

Independent Writing Practice

FORMATIVE ASSESSMENT Review with children how Frederick wanted to improve the American society. Then have them consider the people who help improve their school community, such as teachers, the principal, and parents. Children will choose one of these people that they would like to interview and plan the questions for the interview on p. 170 of the *Reader's and Writer's Journal*. If time allows, have children conduct the interview. If not, have them answer the questions as if they were the person being interviewed.

FORMATIVE WRITING ASSESSMENTS

Each child's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from children's progress on these tasks can help you quickly identify children needing additional practice. Responsive individual or group instruction can further children on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

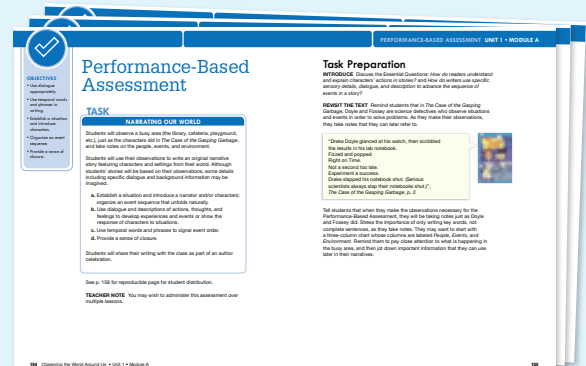
UNIT 3 • MODULE A Biographical Sketches

TASK: Children will research another person from history who was a big idea thinker and who has made a significant contribution in the United States. The research will focus on his/her everyday life, how this person was an innovator and creator of ideas and the contributions he/she made to our country. Children will conduct shared research and work together to present a biographical sketch in the form of a Q/A on their chosen person. Each child will be responsible for 3 questions and answers.

UNIT 3 • MODULE B Parks for the People

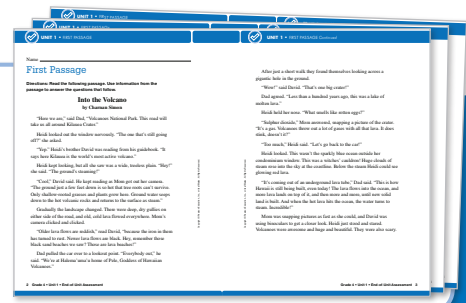
"There was no place to escape until a man named Frederick Law Olmsted changed cities forever."

TASK: Write to explain how you could improve your community by creating a park for the people. Design a park visually. Introduce your design, explain why the qualities and characteristics in your design will benefit the community. Create rules for your park.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on students' mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Ideas

- Understanding People Who Build New Ideas Through Determination and Hard Work

Enduring Understandings

- **Readers** understand the role text features and text structures play in reading informational texts.
- **Writers** understand that incorporating multiple resources makes research-based writing stronger.
- **Learners** will explore content to understand that researchers build ideas from multiple texts.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do **readers** get information from text features and use text features to locate information?

How do **writers** gather ideas from different sources?

MODULE GOALS

Readers will use the chronological narrative text structure in a biography in order to understand the story of a person’s life.

Writers will create a biographical sketch using multiple texts as sources.

EXPLORE CONTENT **Learners** will explore content to understand how one person’s life can reveal big ideas about history concepts.

Text Set

ANCHOR TEXT



Theodore Roosevelt: The Adventurous President
Lexile 570L
Informational Text

SUPPORTING TEXT



Marching with Aunt Susan
Lexile 650L
Literary Text

SLEUTH



"A Few Good Words"
"Gregor Mendel"



PERFORMANCE-BASED WRITING ASSESSMENT

BIOGRAPHICAL SKETCHES

Children will research another person from history who was a big idea thinker and who has made a significant contribution in the United States. The research will focus on his/her everyday life, how this person was an innovator and creator of ideas and the contributions he/she made to our country. Children will conduct shared research and work together to present a biographical sketch in the form of a Q/A on their chosen person. Each child will be responsible for 3 questions and answers.

TARGET STANDARDS

Common Core Learning Standard W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Vocabulary to Unlock Text

ReadyGEN provides systems for understanding both how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domains.

TEXT-BASED VOCABULARY

Generally, these are words that are important for understanding concepts within a text. These words are addressed during focused reading instruction.

- Words needed to comprehend the text
- Words from other disciplines
- Words that are part of a word family or semantic network
- Words central to unlocking the enduring understanding of the text

WORDS IN CONTEXT

Generally, these are words which are sophisticated or unusual words for known concepts. These words are taught in context during close reading and often reinforced after.

- Words requiring more explanation in order for text to be understood
- Words supported by the text for meaning
- Words that are less abstract

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.

ANCHOR TEXT *Theodore Roosevelt: The Adventurous President*

TEXT-BASED VOCABULARY

unusual	popular	experts	possession	threats
energy	strike	museum	connection	
politics	canal	grateful	proverb	

WORDS IN CONTEXT

world events	shock	Republican	conservation	chemicals
southerner	square deal	overhunted	achievement	preserve
memory	governor	extinct	set aside	

SUPPORTING TEXT *Marching with Aunt Susan*

TEXT-BASED VOCABULARY

mighty	rights	balance	avid
abound	swarmed	pedal	portrait
hail	mount	wobbling	

WORDS IN CONTEXT

earnest	weary	ladylike	election	campaigns
trudged	strenuous	suffrage	ferry launch	graduate

UNIT 3 • MODULE A Planner

Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Informative/Explanatory Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 10–17

READ Trade Book *Theodore Roosevelt: The Adventurous President*

READING FOCUS Readers understand the role text features and text structures play in reading informational texts.

WRITING FOCUS Write how they can apply something they learned from the text to their own lives.

LESSON 2

Teacher's Guide, pp. 18–25

READ Trade Book *Theodore Roosevelt: The Adventurous President*

READING FOCUS Learners understand that researchers build ideas from multiple texts.

WRITING FOCUS Identify how Teddy Roosevelt was building new ideas for his family, New York City, and the country.

LESSON 6

Teacher's Guide, pp. 50–57

READ Trade Book *Theodore Roosevelt: The Adventurous President*

READING FOCUS Learners understand that researchers build ideas from multiple texts.

WRITING FOCUS Write a banner or quotation that represents Roosevelt and then write a paragraph explaining the banner or quotation.

LESSON 7

Teacher's Guide, pp. 58–65

READ Text Collection *Poetry - "Lincoln"*

READING FOCUS Learners understand that researchers build ideas from multiple texts.

WRITING FOCUS Understand the process and role of research and write three questions on Lincoln to research.

LESSON 11

Teacher's Guide, pp. 90–97

READ Text Collection *Marching with Aunt Susan*

READING FOCUS Writers understand that incorporating multiple resources makes research-based writing stronger.

WRITING FOCUS Research a person from the texts using reliable sources to research.

LESSON 12

Teacher's Guide, pp. 98–105

COMPARE

- *Theodore Roosevelt: The Adventurous President*
- *Marching with Aunt Susan*

READING FOCUS Writers understand that incorporating multiple resources makes research-based writing stronger.

WRITING FOCUS Write a first draft based on the research done in the previous lesson.

LESSON 3

Teacher's Guide, pp. 26–33

READ Trade Book *Theodore Roosevelt: The Adventurous President*

READING FOCUS Writers understand that incorporating multiple resources makes research-based writing stronger.

WRITING FOCUS Ask and answer questions using evidence from the text.

LESSON 4

Teacher's Guide, pp. 34–41

READ Text Collection *Theodore Roosevelt: The Adventurous President*

READING FOCUS Learners understand that researchers build ideas from multiple texts.

WRITING FOCUS Write a paragraph that shows Roosevelt was a creator of ideas or about his contributions to the country.

LESSON 5

Teacher's Guide, pp. 42–49

READ Trade Book *Theodore Roosevelt: The Adventurous President*

READING FOCUS Readers understand the role text features and text structures play in reading informational texts.

WRITING FOCUS Understand the process and role of research and write three questions on Roosevelt to research.

LESSON 8

Teacher's Guide, pp. 66–73

READ Text Collection *Marching with Aunt Susan*

READING FOCUS Writers understand that incorporating multiple resources makes research-based writing stronger.

WRITING FOCUS Write questions and identify sources of information that could answer their questions.

LESSON 9

Teacher's Guide, pp. 74–81

READ Text Collection *Marching with Aunt Susan*

READING FOCUS Readers understand that writers often use real events to craft fictional stories.

WRITING FOCUS Write an opinion of Susan B. Anthony based on research.

LESSON 10

Teacher's Guide, pp. 82–89

READ Text Collection *Marching with Aunt Susan*

READING FOCUS Readers understand that notes help incorporate information into written text.

WRITING FOCUS Make connections between the text and information in the author's notes.

LESSON 13

Teacher's Guide, pp. 106–113

COMPARE

- *Theodore Roosevelt: The Adventurous President*
- *Marching with Aunt Susan*

READING FOCUS Learners understand that researchers build ideas from multiple texts.

WRITING FOCUS Revise and edit the first draft they wrote in the previous lesson.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 114–121

TASK: BIOGRAPHICAL SKETCHES

Children will research another person from history who was a big idea thinker and who has made a significant contribution in the United States. The research will focus on his/her everyday life, how this person was an innovator and creator of ideas and the contributions he/she made to our country. Children will conduct shared research and work together to present a biographical sketch in the form of a Q/A on their chosen person. Each child will be responsible for 3 questions and answers.

Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- How do the characters in the text respond to major events and challenges?
- Retell the story. What is the central message of the story?

CRAFT AND STRUCTURE

- What happens in the beginning, middle, and end of the text?
- How do two characters in the story have different points of view? List evidence from the text to support your thinking.

INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the characters or themes in this text similar to or different from those in another text you've read?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main idea of the text? How do key details support the main idea?
- How are the events or concepts in the text connected to each other?

CRAFT AND STRUCTURE

- What text features are used in the text? How do they help you locate information?
- What is the author's purpose for the text? What does the author want to answer, explain, or describe?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How do reasons support specific points the author makes?

See the Independent Reading Routine on pp. TR38-TR39.

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members by linking your ideas to the remarks of others.
- Gain the floor in respectful ways.
- Listen to others with care and accept differences of opinion.
- Talk one at a time.
- Ask the speaker questions if you don't understand what he or she is saying.
- Use an agreed-upon rating system to rate the texts.

See the Text Club Routine on pp. TR40-TR41.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand the role text features and text structures play in reading informational texts*. As you build your Text Club library, consider using the texts below.

The Bravest Dog Ever: The True Story of Balto
by Natalie Standiford
Informational Text
Lexile 330L

Cesar Chavez
by Susan Eddy
Informational Text
Lexile 400L

Martin's Big Words: The Life of Dr. Martin Luther King
by Doreen Rappaport
Informational Text
Lexile 410L

Escape North! The Story of Harriet Tubman
by Monica Kulling
Informational Text
Lexile 440L

A Picture Book of Helen Keller
by David A. Adler and John Wallner
Informational Text
Lexile 660L

Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand the role text features and text structures play in reading informational texts.

CENTER TASKS

- Have children share text features from an independent reading book with a partner.
- Have children create a Table of Contents from an independent reading book that does not have one.
- Have children list informational texts that have text features that help them locate information. Add these lists to a class collection.
- Have children write book reviews that recommend informational texts about creative ideas.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that incorporating multiple resources makes research-based writing stronger.

CENTER TASKS

- Have children write short informational or explanatory texts based on simple research.
- Have children research a person they admire.
- Have children write a simple informational text based on research from two texts. Have them mark which information came from which source.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that incorporating multiple resources makes research-based writing stronger.

CENTER TASKS

- Have children add good resources to a class list that will help others in their research.
- Have children create “Creative Ideas” vocabulary lists. As they read books during independent reading, have them add interesting words to their lists that help them recognize and develop creative ideas.
- Have children create a list of biographies about big thinkers and people with innovative ideas that they could research and read about.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that researchers build ideas from multiple texts.

CENTER TASKS

- Have children research other presidents and people who influence our democracy.
- Have children research two different presidents and create a compare-and-contrast chart on a word processing document.
- Have children research their own community using multiple texts. Have them make a poster of some of the information they found.

LESSON OBJECTIVE

Use various text features to locate key facts or information.

READING OBJECTIVES

- Identify genre: biography.
- Use text evidence to answer questions during a close reading.

Read Anchor Text

Build Understanding

INTRODUCE Review text features in informational texts with children. Remind them that Contents pages help readers understand how an informational text is organized. Review that chapter titles and subheadings within a chapter help readers understand the topics for those pages or paragraphs. Introduce the Enduring Understanding for this lesson: *Readers understand the role text features and text structures play in reading informational texts.*

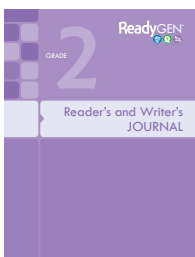
First Read of the Lesson

EXPLORE THE TEXT Introduce the book *Theodore Roosevelt: The Adventurous President*. Explain that it is a biography of Theodore Roosevelt, the 26th president of the United States. Explain that a biography is an informational text that tells about a person's life. Have children look at the front cover, the Contents page, and the back cover. Ask volunteers what they think they will learn about Theodore Roosevelt. Then introduce the Essential Question for this lesson: *How do readers get information from text features and use text features to locate information?* Explain that as you read, children should pay attention to text features that provide them with additional information about Roosevelt.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD CHAPTERS 1 AND 2 Use the **Read Aloud Routine**. Read aloud the first two chapters of *Theodore Roosevelt: The Adventurous President* to children. As you reread during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text, or who Theodore Roosevelt was. Following the reading, discuss the questions below. Have children use p. 121 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they talk about the text's genre and what they learned about Teddy Roosevelt in the first chapters. Use the following prompts to lead the discussion.

- **This book is informational text, but it is like a story as well. Why do you think biographies seem like stories?** They are the stories of people's lives, so they have many of the characteristics of a story, such as characters (who are real people) and settings (which are real places).

Key Ideas and Details

- **Chapter 1 tells about Roosevelt as the president of the United States. What does Chapter 2 tell about?** Roosevelt as a child. **Why do you think this book begins when Roosevelt was president and then goes back to his childhood?** Readers are introduced to Roosevelt in his most well-known role as president. Then readers are taken back to his childhood so they can better understand how Roosevelt became the person he grew up to be. **Key Ideas and Details**

- **Vocabulary** On page 3 the text says that the country stayed out of world events. **What is meant by world events?** Events that take place outside of our country, such as wars. **How do you know the meaning of this phrase?** From other experiences, such as hearing the phrase on the news. **Do you think we will learn more about world events as we continue to read? Why do you think that?** Yes, because the text says that Teddy wanted the U.S. to be a world leader.

- **How does the title for Chapter 2 relate to the text in Chapter 2?** Teddy seemed to be a child who was always moving. He seemed to have a busy boyhood, as stated in the chapter title. **What text evidence supports this?** "When he wasn't sick, Teedie was full of energy." (p. 7); "He was always moving." (p. 7); "Teedie exercised for several hours a day." (p. 9) **Integration of Knowledge and Ideas**

- **Vocabulary** The text describes Teddy's mother as a "southerner" and his father as a "northerner". **What is the text referring to?** The Civil War began when Roosevelt was just two. His mother grew up in the south, so she was a southerner. His father was from the north, so he was a northerner.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

KEY IDEAS If children are unfamiliar with the Civil War, give them brief details, focusing on the fact that it was a war between two parts of our country over different beliefs. Today our country is more united, so people aren't as likely to refer to others as "southerners" or "northerners".

STRATEGIC SUPPORT

SEQUENCE OF EVENTS If children struggle following the first two chapters as they jump in time, have children look through the text for dates. With children, create a brief timeline for Chapters 1 and 2 so they can better understand the order of events.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a text.
- Understand how text features, such as quotes, support specific points in the text.
- Identify text structure.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 122 in their *Reader's and Writer's Journal*.

Reread p. 2. Point out the word *energy* in the third paragraph. *What does the word energy mean in this phrase: full of energy?* full of action or activity *Energy can have several meanings. What other meaning do you think of when you hear the word energy?* power or electricity *How does the text help readers understand what energy is referring to?* It gives examples of all the activities that Roosevelt liked to do. They are all active things that require people to have energy.

Text-Based Vocabulary

- unusual, p. 2
- energy, p. 2

Text-Based Conversation

Use the **Whole Group Discussion Routine**. Explain that there are several quotes from Theodore Roosevelt in this book. Read aloud the quote on p. 1 and discuss how it connects with the text in Chapters 1 and 2. You may want to think aloud to begin the discussion. *Roosevelt said, "When you play, play hard. When you work, don't play at all." As I read these first two chapters, I saw examples of Roosevelt playing and working hard.*

As a whole class, look for instances that support the quote. For example, on p. 2, the text says that when Roosevelt set a goal, he wouldn't let anything get in the way of achieving that goal. Therefore, when he worked, he didn't let play get in the way of his achievements. On p. 9, the text refers to the challenge Roosevelt's father gave him to "make his body." Talk about why Roosevelt may have believed in this quote or thought about life.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Remind children that when they tell how they feel about something, they are giving an opinion. Ask children to reread the quote on p. 1 and answer this question: *Do you think Roosevelt's quote is good advice for others to consider? Explain.* (Possible response: Yes, I think it is important not to be distracted by "play" when you are trying to get work done. If you stay focused on what you need to do, then you will finish up, more quickly, and then you can go play; No, I think that sometimes it's good to have fun when you're working to make the time go by more quickly.)



Review the use of text features in informational texts. Have volunteers name several text features they have seen used in this informational book and in other informational books with which they are familiar.

CRAFT AND STRUCTURE As children revisit Chapters 1 and 2, have them attend to specific text features used: chapter titles, subheadings, photos, captions, quotes, and a sidebar. For those text features that children have not been previously exposed to, you may want to briefly name the feature and explain its purpose. For example, the sidebar on p. 8 gives more information about Teddy's love of animals.

- As we look through Chapter 1, how is the text organized? (into two sections) What helps readers understand that there are two sections in this chapter? (the subheading on p. 2) Why do you think authors use subheadings within chapters, instead of starting a new chapter? (A chapter has a main topic. Subheadings help divide a chapter into key details that support the main topic.)
- What does the subheading in Chapter, "Good Timing," tell readers? (It gives readers a clue as to what the next section is going to be about.) How does the text that follows support the subheading? (The text says that because times were changing and Roosevelt wanted to take the country in a new direction, he was the perfect man for the job of president. This supports the subheading "Good Timing.")

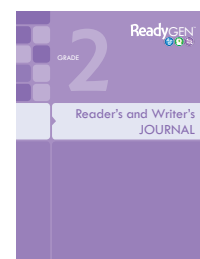
Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES Have children work independently to look at the subheadings in Chapter 2. Then have them turn to p. 123 in their *Reader's and Writer's Journal* to write about what these subheadings tell readers.

WRITING IN RESPONSE TO READING Have children turn to p. 125 in their *Reader's and Writer's Journal* to review this prompt: *What was Teddy Roosevelt like as a child? What subheading helps you to answer this question?* Have children write their responses on a separate sheet of paper.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVE

- Identify text features.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify text features,
then...use the Language Analysis lesson in small groups to help them understand how subheadings help readers.

If...children need extra support to understand the informational text,
then...use the Close Reading Workshop in small groups to provide scaffolded support for pp. 8–9.

Language Analysis

Look through Chapter 2 with children. Ask them to point out the subheadings they see in this chapter (p. 6 and p. 8). As you discuss how the subheadings help readers, have children find text details that connect to the subheading. Talk about how subheadings provide readers with a clue into the text that follows.

Close Reading Workshop

Read *Theodore Roosevelt: The Adventurous President* pages 8–9 Read aloud the main text on these pages as children follow along. Talk about the main topic of these pages.

- 1** What is the subheading on these pages? (“Animals Everywhere”) What clue does this subheading give you about the text? (That the section is going to be about animals; maybe Teddy’s love of animals.) How does the subheading provide clues to the main topic of these pages? (The subheading tells that the main topic is going to focus on animals.)
- 2** What details in the text help support the main topic for these pages? (*The house was filled with his creatures; Teedie was interested in everything about animals; He wanted to be a naturalist....*)
- 3** What details in this section do not connect with the subheading “Animals Everywhere”? (The information about how Teedie worked hard on his body does not go with the subheading.) What subheading might you add to this section? (Possible response: “Taking the Challenge”)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify text features,
then...extend the Language Analysis lesson by having children write new subheadings.

Language Analysis

Have children revisit Chapters 1 and 2, attending to the subheadings found in these chapters. Guide discussion with these questions:

- **Name two of the subheadings in these chapters.** (Possible response: “Good Timing,” “A Sickly Kid”) **How do those subheadings help you as a reader?** (Possible response: They give clues as to what the text is about)
- **If you were the author of this book, what subheading would you use in Chapter 1 instead of “Good Timing”?** (Possible response: “The Perfect Man for the Job”)
- **If you were the author of this book, what subheading would you use in Chapter 2 instead of “A Sickly Kid”?** (Possible response: “Suffering from Asthma”)
- **Where might you add a subheading to Chapter 1 or 2? Why?** (Possible response: I would add a subheading on page 9, before the text talks about Teedie’s exercise routine.)
- Have children write a subheading they would add or change and explain why.

WRITING OBJECTIVES

- Identify the main purpose of the text.
- Capitalize geographic names.

Writing

Informative/Explanatory Writing

Main Purpose

TEACH Explain that authors have a reason or purpose for writing. Authors want to answer, explain, or describe something. Have children consider the main purpose for writing the biography of Theodore Roosevelt. Have them think about the following as they look at what the book explains or describes:

- Why is the story of Theodore Roosevelt an important one to tell?
- What does this book explain about Roosevelt?

ANALYZE THE MODEL Through discussion, help children identify key details in the text that explain or describe the life of Theodore Roosevelt. Have children think about the kinds of things readers can learn by reading about others' lives.

p. 2: This may have been a strange way to act—but not for Theodore Roosevelt. He was the twenty-sixth president of the United States. And almost everything about him was unusual.

The text says that Teddy Roosevelt was unusual. The word *unusual* gives one reason why it may be important to tell about his life.

p.2: He was the perfect man for the job—a new kind of president for a new century.

The text tells readers that Roosevelt was a new kind of president. This helps readers understand that Teddy was seen as different.

Explain to children that key details in a text can help readers better understand why an author might write a biography about a person. These details help readers learn about what makes that person unique, or special. Explain that readers can use an author's details to understand his or her purpose for writing.

Conventions Capitalizing Geographic Names

TEACH AND MODEL Remind children that the names of specific places are capitalized. For additional practice, have children refer to p. 127 in the *Reader's and Writer's Journal*.

Teedie lived in **New York City**.

Independent Writing Practice

WRITING Have children think back to Chapters 1 and 2 in *Theodore Roosevelt: The Adventurous President*. Have them consider something they learned that they might be able to apply to their own lives. Then have them turn to p. 129 in the *Reader's and Writer's Journal* to write about what they learned. Children should:

- 1 Write a few sentences about what they learned that they could apply in their own lives.
- 2 Include text evidence that supports what they learned.
- 3 Tell why they feel this part of the text is appropriate to apply to their own lives.

Remind children to revisit Chapters 1 and 2 to help them with their writing.

USE TECHNOLOGY If available, have children use computers or electronic tablets to e-mail a friend about what they learned in these first two chapters.

APPLY CONVENTIONS After children complete the Independent Writing Practice, have them write a sentence that tells about where they live. Remind them to capitalize geographic names.

Writing Wrap-Up

Have children share what they learned that they could apply to their own lives.

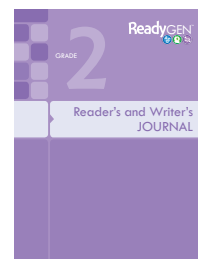
Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

GEOGRAPHIC NAMES Help children understand the difference between capitalizing specific geographic names and keeping general geographic names lowercased. Name examples and have children say whether it should be capitalized or not, such as *river* and *Hudson River*.

STRATEGIC SUPPORT

GEOGRAPHIC NAMES Give children additional opportunities to practice capitalizing geographic names by giving them general geographic places and having them write specific geographic names to go with those general places. Example: *lake*; *Finger Lakes*



LESSON OBJECTIVE

Ask and answer questions to demonstrate understanding.

READING OBJECTIVES

- Use text features to deepen understanding of text.
- Use text evidence to answer questions during a close reading.

Read Anchor Text

Build Understanding

INTRODUCE Review Chapters 1 and 2 with children. Have volunteers tell one thing they thought was interesting about Theodore Roosevelt that they read in these two chapters. Then introduce the Enduring Understanding for this lesson: *Learners understand that researchers build ideas from multiple texts.* Discuss how the Enduring Understanding connects to this informational text.



First Read of the Lesson

EXPLORE THE TEXT Have children turn to the Contents page in *Theodore Roosevelt: The Adventurous President* and read the chapter titles for Chapters 3–5. Have volunteers make predictions about what they will learn in these chapters and who the “Rough Riders” were. Then review the Essential Question: *How do readers get information from text features and use text features to locate information?* Discuss how readers gained information from text features in Chapters 1 and 2.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD CHAPTERS 3, 4, AND 5 Use the **Read Aloud Routine**.

Read aloud Chapters 3–5. As you begin each chapter, talk briefly about the chapter title and how it prepares readers for that section of the book. As you reread parts of this book during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text, or what happened in Teddy Roosevelt’s life when he went to college. Following the reading, discuss the questions below. Have children use p. 121 in their *Reader’s and Writer’s Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they talk about what they learned in Chapters 3–5. Use the following prompts to lead the discussion.

- **What kinds of text features are found in Chapters 3–5?** Chapter titles, subheadings, photos, captions, sidebar, map **Sometimes photos and captions summarize a key point found in the main text, and sometimes they provide information that is not found in the main text. How do the photos in Chapter 3 help readers?** Most of the photos summarize key points. The photo and caption on p. 11 give readers information that is not found in the text. **Craft and Structure**
- **What key details in Chapter 3 help readers understand what kind of person Teddy was?** Several times the text says that he was a hard worker. For example, on p. 10, the text says, “He worked and played hard.” On p. 11, the text says, “He worked harder than ever...” after his father died. On p. 12, the other lawmakers also noticed that Roosevelt was a hard worker. **Key Ideas and Details**
- **Vocabulary** When Roosevelt’s father died, the text says, “It was a shock.” What does the word *shock* mean? *Shock* means “surprise.” It was something that was unexpected. **What other things in Chapter 3 may have been a shock to Roosevelt or others?** It may have been a shock to other lawmakers that Roosevelt got most of the votes in 1883; it was a shock when both his mother and wife died on the same day.
- **On page 18, the text says that Roosevelt would one day become the greatest conservationist president in history. What key details help support this?** Teddy thought nature was “beautiful and amazing;” although he went back to politics, the text says, “his life in the West would always be a part of him.” **Key Ideas and Details**
- **On page 23, the text says Teddy was excited about going to war. What details help explain this eagerness?** He thought war would make America strong; he wanted to honor his family; he didn’t want to miss out on an adventure. **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

KEY IDEAS Children may be unfamiliar with the importance of the cowboy in American history. Explain that cowboys were seen as tough men who worked hard out on the trail. Talk about why people may have seen Roosevelt as an unlikely cowboy.

STRATEGIC SUPPORT

VOCABULARY Help children better understand some of the phrases used in Chapter 5, such as *trouble started brewing* (p. 22) and *kick Spain out* (p. 22).

READING OBJECTIVES

- Describe how words and phrases supply meaning in a text.
- Understand how historical events connect in a text.
- Ask and answer questions.

Text-Based Vocabulary

- honor, p. 11
- politics, p. 12



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 122 in their *Reader's and Writer's Journal*.

Reread the last paragraph on p. 11. Discuss the word *honor*. *What does it mean to honor a person?* To show respect for that person. *In what ways can Roosevelt show respect to his father?* By working to make the world a better place.

Text-Based Conversation

Use the **Small Group Discussion Routine**. On p. 21, the text talks about Roosevelt's job as a police commissioner. Think-aloud about how this job was an important part of Roosevelt's life. *On page 21, we learn about Roosevelt's job as a police commissioner. He worked to keep the streets safe and to make sure that other police officers that were not doing their jobs properly were punished. By doing what was right, Roosevelt honored his family. Through his job as police commissioner, Roosevelt learned more about the poor as well.*

In small groups, have children look for text details that help readers infer that Roosevelt's job as a police commissioner would have an impact on the rest of his life. For example, Roosevelt realized that the problems of the poor weren't always their fault. He realized that others were getting rich off of the labor of the poor. This is a lesson he took with him for the rest of his life.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Remind children that when they tell how they feel about something, they are giving an opinion. Ask children to reread the last sentence on p. 21: *Do you think Roosevelt really remembered this lesson as he went forward in life? What makes you think that?* (Possible response: Yes, he seems to be a hard worker and a man of his word. It seems that when he gets an idea, he works hard to make it happen, so I think that he took this lesson and applied it to his life later on.)

Reading Analysis Ask and Answer Questions

Explain the importance of asking questions about the text, photos, and captions as you read. Questions can help focus their reading.

KEY IDEAS AND DETAILS As children revisit Chapters 3–5, have them share questions they had and the answers they found. Have them use a T-Chart to record these. Explain that sometimes questions are not answered in a text, and readers may have to look at other sources.

- As you read Chapter 3, what questions did you ask? (Why did Roosevelt believe politics would bring honor to his family? Why did Roosevelt decide to head west?) How did you find answers to your questions? (by reading on; by rereading; no answer found)
- What questions did you ask as you read Chapter 4? (Why did the people of North Dakota think Teddy was an odd character? In what ways was Teddy “a changed man” after being in the West?) How do those questions help you better understand the book? (They helped me to focus my reading.)
- What questions did you ask as you read Chapter 5? (Why was Teddy eager for the United States to go to war?)

T-Chart

Independent Reading Practice

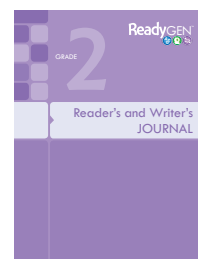
READING ANALYSIS: ASK AND ANSWER QUESTIONS Have children work independently to record and answer some of their questions. Have them use a T-Chart to record their questions and answers.

WRITING IN RESPONSE TO READING Have children turn to p. 125 in their *Reader's and Writer's Journal* to review this prompt: *What is your opinion of Theodore Roosevelt so far?*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how authors find information from multiple sources.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVE

- Ask and answer questions.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to ask and answer questions,
then...use the Reading Analysis lesson in small groups to help them understand how asking questions and looking for answers in the text helps them better understand the text.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Look through Chapter 5 with children. Ask them to share questions they thought of as they read. Then talk about the specific text details that answered those questions. Help them record their questions and answers on a T-Chart.

Oral Reading

PURPOSE AND UNDERSTANDING Explain that it is important for readers to read a text with a purpose in mind. The most important part of reading is to finish reading the text with understanding. Reading fluently helps readers do that. Have children follow along with you as you read the first three paragraphs on p. 18 in *Theodore Roosevelt: The Adventurous President*. Model reading accurately and at an appropriate.

Have children read the same passage aloud. Stress to them that they should monitor their understanding as they read. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to ask and answer questions, **then...**extend the Reading Analysis lesson by having children discuss the questions they asked about photos and captions.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity on p. 22.

Reading Analysis

Have children revisit Chapters 3–5, attending to the photos and captions found in these chapters. Guide discussion with these questions:

- Which photos caused you to ask questions? (Possible response: the photo on p. 16) What questions did you ask? (Possible response: Why did he take his glasses off for the photo?) What answer did you find to your question? (Possible response: The text said it was unusual for a cowboy to wear glasses, so he probably took his glasses off to look more like a cowboy.)
- Look at the photo on page 13. When I read this page and saw this photo, I asked this question: “Why was Teddy so proud of this photo?” How do you think I might find the answer to my question? (Possible response: You could revisit the main text to find details that support why he was so proud of the photo taken with other lawmakers.)
- What questions did you ask, based on photos or captions in these chapters, that you did not find answers to in the book? (Possible response: What was it about the house at Sagamore Hill that he liked so much?) How might you find the answer to that question? (Possible response: Read other books or articles about Roosevelt or Sagamore Hill.)
- Have children work with a partner to do some brief research on the Internet about a question they had that the text did not answer. They can report their findings to the rest of the group.

WRITING OBJECTIVES

- Use text features to better understand text.
- Capitalize geographic names.
- Write about the Big Idea.

Writing

Informative/Explanatory Writing

Using Text Features

TEACH Explain that text features help readers better understand the text and give readers a place to locate information. As children come across text features in *Theodore Roosevelt: The Adventurous President*, have them ask these questions:

- How does this text feature help explain the main text?
- What additional information does the text feature give to readers?
- How does this text feature help me locate information?

ANALYZE THE MODEL Through discussion, help children identify what information they uncover in text features and how text features help them to locate information.

p. 10 caption: Harvard University is in Cambridge, Massachusetts. Teddy was happy there!

This caption gives additional information about where Teddy went to school and how he felt about being there. This helps readers understand him better.

p.19: Mystery Place sidebar

The sidebar gives additional information about Teddy Roosevelt. Mt. Rushmore is not mentioned in the main text.

Point out the map on page 23 when talking about text features in Chapter 5. Explain that the map helps readers understand where Cuba is in relationship to the United States. Remind children that when they write about a topic, they, too, can include text features to better explain what they are writing about.

Conventions Capitalizing Geographic Names

TEACH AND MODEL Remind children that the names of specific places, such as states and regions, are capitalized. For additional practice, have children refer to p. 128 in the *Reader's and Writer's Journal*.

Teddy lived in the **West** for two years.

Independent Writing Practice

WRITING ABOUT THE BIG IDEA Remind children that the Big Idea for Unit 3 is Building Ideas. Discuss how key details in *Theodore Roosevelt: The Adventurous President* tie to Building Ideas. Have children look back through the five chapters they have read in the text for ways that Teddy Roosevelt was building ideas for his family, New York City, and the country. Children should:

- 1 Use text details to write about two ways Roosevelt was “Building Ideas.”
- 2 Use capital letters and correct punctuation in their answers.

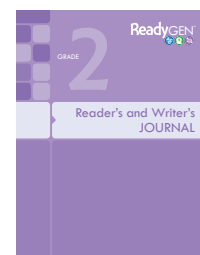
Remind children to revisit the book to help them with their writing. Children will write on p. 129 in the *Reader's and Writer's Journal*.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them capitalize geographic names.

USE TECHNOLOGY If available, have children use computers or electronic tablets to write about how Roosevelt was “Building Ideas.”

Writing Wrap-Up

Have children share one way Roosevelt was “Building Ideas.”



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

GEOGRAPHIC NAMES Help children understand the difference between lowercasing directions, such as the use of *west* on page 15, and capitalizing *West* as a region, such as seen on page 18.

STRATEGIC SUPPORT

GEOGRAPHIC NAMES Have children look at a map or globe and locate regions of the country. Have them write a sentence that names a state in that geographical region. Remind them to capitalize both the state and the region.

LESSON OBJECTIVE

Use text features to deepen understanding.

READING OBJECTIVES

- Understand text structure.
- Use text features to deepen understanding during a close read.

Read Anchor Text

Build Understanding

INTRODUCE Review Chapters 1–5 of *Theodore Roosevelt: The Adventurous President*. Have volunteers tell about a chapter they found interesting. Encourage children to use text details as support. Then introduce the Enduring Understanding for this lesson: *Writers understand that incorporating multiple resources makes research-based writing stronger*. Discuss the kinds of resources the author may have used to write *Theodore Roosevelt: The Adventurous President*.



First Read of the Lesson

EXPLORE THE TEXT Have children turn to the Contents page and read the chapter title for Chapter 6. Have volunteers predict what this chapter will be about and what “a square deal” refers to. Then introduce the Essential Question: *How do writers use both facts and story elements to tell a larger story about someone’s life?* Have children keep this question in mind as they read more about Theodore Roosevelt’s life.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.



READ ALOUD CHAPTER 6 Use the **Read Aloud Routine**. Reread Chapter 1 of *Theodore Roosevelt: The Adventurous President* with children. Talk about what readers learned about Roosevelt in this chapter. Then read aloud Chapter 6. As you begin, talk briefly about the story structure: Chapter 1 begins with Roosevelt as president, then Chapters 2–5 return to his childhood and young adult years. Now Chapter 6 returns to Roosevelt as president. As you reread during the lesson, have children read in their books as they are capable. Following the reading, discuss the questions below. Have children use p. 121 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they talk about Roosevelt as president. Use the following prompts to lead the discussion.

- Chapter 6 brings us back to Roosevelt's years as the president of the United States. How does this chapter connect to Chapter 1? Chapter 1 tells readers about a specific event when Roosevelt was president—one of his point-to-point walks. Chapter 6 tells readers the story of how he became president. Why do you think the author started telling the story of Roosevelt as president, then went back in time and now is back to his life as president? The author gives readers a quick glimpse of Roosevelt as president in Chapter 1, then describes how he got to be the man he became, and now Chapter 6 gives readers more details on how he became president and what he did. Knowing about Roosevelt's past helps readers understand the choices he made as president. **Key Ideas and Details**
- **Vocabulary** The title of Chapter 6 is "President for a 'Square Deal.'" What does *square deal* refer to? It refers to a situation in which everyone involved gets treated fairly. How do you think this term came to be? Squares have equal sides, so the term means that the deal or agreement should be equal for all sides, or groups, involved.
- Which text features were helpful to understanding more about Teddy Roosevelt as a person, not necessarily as president of the United States? The photo and caption on p. 30 tell readers that Roosevelt wanted to help children and adults. The sidebar on p. 33 gives readers a better understanding of how tough and powerful Roosevelt was. **Craft and Structure**
- How do the photo and caption on page 29 help clarify the time period of this book? They tell readers how events were reported on for the public, which is very different from how events are reported today. In what way does the caption on page 32 give readers more information about what they read in the main text? The caption gives a quote from Roosevelt. This quote gives readers a better sense of the importance of the Panama Canal. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

KEY IDEAS Help children understand the political system in the United States by explaining the concept of political parties and what it means to be a "running mate."

STRATEGIC SUPPORT

TEXT FEATURES Help children make a plan for reading text with many text features. Because children may easily get distracted by photos, captions, and sidebars, remind them to read the main text first.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a text.
- Recount key ideas from the text.
- Use text features to deepen understanding.

Text-Based Vocabulary

- popular, p. 27
- strike, p. 29
- canal, p. 31

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 122 in their *Reader's and Writer's Journal*.

Reread the first sentence on p. 29. Point out the multiple-meaning word, *strike*. *This word has several meanings. In this sentence, strike is a noun. It can also be a verb, such as in the sentence: He will strike the nail with the hammer. How does the text help us understand strike as it is used here?*

The next sentence tells readers that the miners had stopped working, so that helps readers understand that a strike is something that occurs when people stop working.

Text-Based Conversation

Use the **Paired Discussion Routine**. Read aloud the quote on p. 29: "Far and away the best prize that life offers is the chance to work hard at work worth doing." Then think aloud about how this quote tells readers a bit more about Theodore Roosevelt. *When I read this quote, I realized that Roosevelt was a man who was interested in making a difference in the world. This quote helps me understand Roosevelt's main purpose in life.*

In pairs, have children look for text details in Chapters 1–6 that support the quote on p. 29. Have children flag the details that provide examples of ways in which Roosevelt worked hard at work that was worth doing. Then have them consider how they might apply this quote to their own lives now and in the future. Remind children to recount or describe key ideas or details from the text to support the discussion.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Have children state and support an opinion to this prompt: *Do you feel that Theodore Roosevelt was successful in reaching "the prize" of "working hard at work worth doing"? Explain.* (Possible response: Yes, I think he was successful. He got many businesses to look at how they treated their workers and their customers. He also worked hard at protecting nature. Both these issues are worth fighting for.)



Language Analysis Using Text Features

Review the importance of text features in informational texts. Have volunteers explain how text features are helpful to readers.

CRAFT AND STRUCTURE Have children look through Chapter 6, reading only the information found in text features. Have children complete a T-Chart that records the types of text features found in Chapter 6 and what they tell readers about Theodore Roosevelt. Use the following questions to prompt discussion:

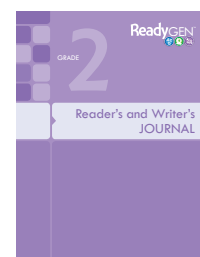
- **What information about Teddy Roosevelt did the photos or the captions on pages 26 and 27 give you?** (Possible response: The photos showed me what Roosevelt looked like. The captions gave details that can't be seen in the photos, such as how he went to football games.) Have children make notes on their T-Charts about these photos and captions and what they learned from them about Roosevelt.
- **In Chapter 6, there are two sidebars: “America the Beautiful” and “Teddy and the Big Stick.” How do these sidebars connect with the main text?** (Possible responses: “America the Beautiful” gives more information about Roosevelt’s role with the National Park System. “Teddy and the Big Stick” tells readers about his belief in using his power as president.)

T-Chart

Independent Reading Practice

LANGUAGE ANALYSIS: USING TEXT FEATURES Have children work independently to evaluate other text features in Chapter 6. Have them use the T-Chart to record the text features and the information they give readers.

WRITING IN RESPONSE TO READING Have children turn to p. 125 in their *Reader's and Writer's Journal* to review this prompt: *Choose one photo and write a sentence or two about what the photo tells you. Share information that is not mentioned in the caption.* Have children write their responses on a separate sheet of paper.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Use text features to deepen understanding.
- Compare and contrast important points in two texts.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to use text features to deepen understanding, **then...**use the Language Analysis lesson in small groups to help them look closely at text features to better understand the main text.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

Language Analysis

Review the photos and captions in Chapter 6. Have volunteers describe each photo and read each caption aloud. Briefly discuss information children find in these photos and captions. Refer back to the main text to make connections between the photos and captions and to explore how these features add to the main text. For example, the photo on p. 26 and its caption on p. 27 give more information about the text on p. 27. Have children record text features and the information they give on T-Charts.

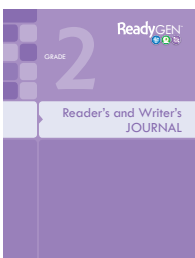
Close Reading Workshop

SLEUTH WORK Have children read “Gregor Mendel” on pp. 24–25 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

LOOK FOR CLUES Have children look for clues that tell what made Mendel a good scientist. (Possible response: “He noticed the ways plants are alike and different.”)

ASK QUESTIONS Have children write two questions about Mendel not answered in the text. (Possible response: What kind of farm did Mendel grow up on? How high was his tallest pea plant?)

MAKE YOUR CASE Have children circle three facts from the text that tell about Mendel’s life. Then have them write a fact that they would like to know about him. (Possible response: He grew up on a farm; He became a teacher; He grew pea plants; a fact about how he tracked his plant observations)



PROVE IT Using evidence from the text, have children make a list of all the characteristics or traits that Mendel observed about his pea plants.

After children discuss the Sleuth steps, direct them to pp. 126–127 of the *Reader's and Writer's Journal* to further explore “Gregor Mendel.”

EXTENSIONS

MONITOR PROGRESS

If... children understand how facts help readers understand a person, **then...** extend the Language Analysis lesson by having children use the Sleuth text on pp. 24–25 of *Sleuth* to compare Mendel's personality traits with Theodore Roosevelt's personality traits.

Close Reading Workshop

Have children read “Gregor Mendel” on pp. 24–25 of *Sleuth*. As they read the selection, have children think about facts that are presented about Mendel and how those facts are similar to facts presented about Theodore Roosevelt. Guide discussion with these questions:

- **In what ways do Gregor Mendel and Theodore Roosevelt seem similar?** (Possible response: They both loved nature.) **What facts were presented in each text that support this similarity between the two men?** (Mendel: “He loved to look at plants and animals along the way.” Roosevelt: “Often he searched for unusual bugs and animals.”)
- **In what ways does it appear that these men were different?** (Possible response: Mendel became a scientist, while Roosevelt studied to be a scientist but became a politician.) **What facts support this difference?** (Mendel: “Later, Mendel became a teacher and scientist.” Roosevelt: “Instead of science he would go into politics!”)
- Have children work with a small group. Ask them to choose one of the men to write about: Mendel or Roosevelt. Then have each group make a list of reasons why the man they chose was considered to have made a big impact on the world. Remind children to return to the text to find reasons to support their lists.

WRITING OBJECTIVES

- Use text features to better understand text.
- Capitalize geographic names.
- Ask and answer questions.

Writing

Informative/Explanatory Writing

Using Text Features

TEACH Revisit the sidebars in Chapters 1–6 in *Theodore Roosevelt: The Adventurous President*. Review the idea that sidebars add to the main text by providing readers with additional information about the main topics on the pages. Have children consider the following questions as they look closely at sidebars:

- How does the sidebar connect to and clarify my understanding of the main text?
- How does the sidebar provide additional information beyond that of the main text?

ANALYZE THE MODEL Through discussion, help children identify what information they uncover in the sidebars and how those sidebars are important to this topic.

p. 8 Teedie's Home Museum

This sidebar gives more background information about what Roosevelt did with all his animals and how his family felt about his love of nature. It gives readers a sense of Roosevelt's curiosity.

pp. 30–31 America the Beautiful

The sidebar helps readers understand Roosevelt's huge contribution to the National Parks System. The main text only mentions his importance briefly on page 31.

As you talk about the sidebars in *Theodore Roosevelt: The Adventurous President*, have children consider how these sidebars help them get a fuller picture of who Roosevelt was and what he did to give back to others and his country.

Conventions Capitalizing Geographic Names

TEACH AND MODEL Remind children that the names of specific places are capitalized. Point out that names of countries are capitalized. For additional practice, have children refer to p. 128 in the *Reader's and Writer's Journal*.

So the people of **Panama** decided to break away from **Colombia**.

Independent Writing Practice

FORMATIVE ASSESSMENT Have children ask and answer questions to demonstrate understanding of key details in *Theodore Roosevelt: The Adventurous President*. Children will use a Four-Column Chart to think about four questions that relate to key details in the book. Have them turn to p. 129 in the *Reader's and Writer's Journal* to read the questions. Then have them write about these questions on a separate sheet of paper. Have children:

- 1 Review sidebars as sources of details to help answer questions.
- 2 Use capital letters and correct punctuation in their answers.

Remind children to revisit the book to help them with their writing.

APPLY CONVENTIONS After children complete the Independent Writing Practice, have them write a sentence that tells about the country where they live or a country that they would like to visit. Remind them to capitalize geographic names.

USE TECHNOLOGY If available, have children use computers or electronic tablets to e-mail a classmate about a sidebar that they found particularly helpful in answering questions.

Writing Wrap-Up

Have children share an answer to one of the questions they wrote about.

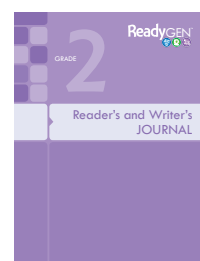
Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

GEOGRAPHIC NAMES Review the skill of capitalizing geographic names with children. Together, make a list of names that need to be capitalized, such as cities, states, and countries. Write this list on chart paper so children can refer to it as they write. Have children name examples for each.

STRATEGIC SUPPORT

GEOGRAPHIC NAMES Provide children with practice in capitalizing country names. List sentences without the names capitalized. Have children locate which word should be capitalized and rewrite the sentence. For example, *I visited my cousin in mexico.*



LESSON OBJECTIVE

Make connections between historical events in a text.

READING OBJECTIVES

- Identify the main topic of a text.
- Use text features to deepen understanding during a close read.

Read Anchor Text

Build Understanding

INTRODUCE Review Chapter 6, asking volunteers to share the most important idea they came to understand from that chapter. Then introduce the Enduring Understanding for this lesson: *Learners understand that researchers build ideas from multiple texts.* Have children think about the information presented in Chapter 6 and where the author may have gotten it. For example, on p. 26, the author states that newspaper writers liked Teddy. She likely researched newspapers. Have children keep this understanding in mind as they read today's chapters.



First Read of the Lesson

EXPLORE THE TEXTS Have children turn to the Contents page in *Theodore Roosevelt: The Adventurous President* and read the titles for Chapters 7 and 8. Then review the Essential Question: *How do readers get information from text features and use text features to locate information?* Talk about how the author creates interesting chapter titles that encourage readers to continue reading. Have children read Chapters 7 and 8, looking for ways the chapter titles provide information about the text in the chapter.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD CHAPTERS 7 AND 8 Use the **Read Aloud Routine**. Read aloud Chapters 7–8. Have children listen for key details about Roosevelt's life after he was president. As you reread parts of this book during the lesson, have children read in their books as they are capable. Following the reading, discuss the questions below. Have children use p. 121 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they discuss the main topic of Chapters 7 and 8. Use the following prompts to lead the discussion.

- **What is the main topic of these two chapters?** The main topic is that Roosevelt did amazing things, even after he was president. **What details best describe how Roosevelt spent the remaining years of his life?** p. 34: “Teddy wanted to do something unusual;” p. 37 “he gave the speech with a bullet in his right lung;” p. 38: “But his love of adventure won out.” **Key Ideas and Details**
- **Vocabulary** When Teddy went to Africa, he hunted a lot. He hunted animals that are now overhunted. **What does the word *overhunted* mean?** It means that they were hunted too much. **What has been the effect of overhunting these animals?** Many are in danger of becoming extinct. **What does *extinct* mean?** When an animal is extinct, it means that type of animal no longer exists or lives anywhere on earth.
- **How does the title of Chapter 7 connect to the details in the text?** The title of the chapter refers to how Teddy was feeling when he decided to run for president again. He said he felt “as fit as a bull moose,” so his political party became known as the Bull Moosers. **How does the title of Chapter 8 connect to the details in the text?** On p. 41, the author says that there has only been one leader like Theodore Roosevelt. This connects directly to the chapter title, “Teddy: The One and Only.” **Craft and Structure**
- **How do the sidebars in these chapters help provide more details about Teddy Roosevelt?** The sidebar in Chapter 7 helps readers see that despite being a hunter, Roosevelt kept his sense of fairness at all times. It also explains how and why the popular teddy bear was created. The sidebar in Chapter 8 helps readers understand just how much the phrase “the one and only” refers to Roosevelt. **Key Ideas and Details.**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

KEY IDEAS AND DETAILS Talk about the Presidential Firsts with children. There may be some things that they are unfamiliar with, such as a typewriter, a submarine, and why it would be unusual for an African American to dine at the White House during this time period.

STRATEGIC SUPPORT

KEY IDEAS AND DETAILS Point out the name of the river in Brazil that Roosevelt decided to explore: the River of Doubt. Talk with children about how this was an appropriate name for this river. Have them find evidence in the text to support that name; for example, it hadn’t been mapped yet.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a text.
- Identify the main purpose of a text.
- Make connections between historical events in a text.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 122 in their *Reader's and Writer's Journal*.

Text-Based Vocabulary

- experts, p. 34
- museum, p. 35

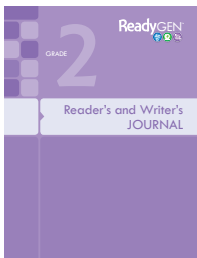
Reread the last paragraph on p. 35. Point out the word *experts*. Have children tell who this word is referring to (animal experts mentioned on p. 34). *What makes someone an expert?* An expert knows a lot about something. *Why do you think Roosevelt took three animal experts with him to Africa?* He wanted to make sure that the animals he hunted could be studied so humans could learn more about these animals.

Text-Based Conversation

Use the **Small Group Discussion Routine**. Read aloud Roosevelt's quote on p. 38: "It's my last chance to be a boy again." Then think-aloud about how this quote helps readers further understand the personality of Theodore Roosevelt. *I can relate this quote to my own life. Sometimes the older you get, the more you want the opportunity to be like a kid again and experience true adventures. I think this quote tells me that Teddy still had the heart of a child, even though his health was poor.*

In pairs, have children look for text details in Chapters 7 and 8 that show that Teddy wanted to be like a boy again. Have children make a list of words or phrases in the chapters that point to Teddy's desire to be young again. Remind children that, as they participate in collaborative conversations, they should ask for clarification and further explanation of their partners' suggestions as needed.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Have children state and support an opinion to this prompt: *The author says that Teddy "always had the spirit and optimism of a young child." Do you agree with this statement? Use text details to support your opinion.* (Possible response: Yes, in Chapter 7 the author tells how Roosevelt felt he was too young to stop working at the age of 50.)

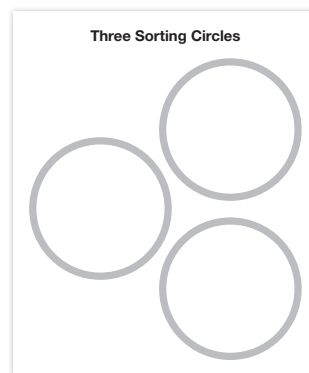


Reading Analysis Connections Between Historical Events

Explain that it is important for readers to make connections between historical events mentioned in an informational text. By making connections, readers can better understand the key ideas in the text.

Key ideas and details Have children revisit Chapters 1–8 and talk about how the story of Theodore Roosevelt also tells the story of our country. As you talk about the major historical events mentioned, have children note these events in the Three Sorting Circles graphic organizer.

- In Chapter 2, what historical event has the author related to Teddy's young childhood days? (p. 5: The Civil War) How did this event impact Teddy's life? (He knew his dad always felt bad about not going to war, so he felt he needed to defend his country.) We can add this event to one of the sorting circles on our graphic organizer.
- In Chapter 5, Teddy became Assistant Secretary of the Navy. What historical event occurred around this time as well? (The Spanish-American War) How did this event impact Teddy? (He formed a volunteer army and defended the honor of the United States.) How does this event give readers insight into the kind of person Roosevelt was? (It helps readers see how determined he was to make a difference in his country.)



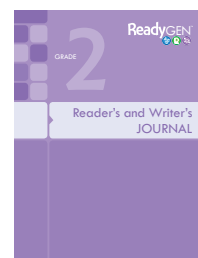
Independent Reading Practice

READING ANALYSIS: CONNECTIONS BETWEEN HISTORICAL EVENTS

Have children work independently to complete the Three Sorting Circles graphic organizer by revisiting the text to find one additional historical event that had a direct impact on Teddy Roosevelt's life.

WRITING IN RESPONSE TO READING Have children turn to p. 125 in their *Reader's and Writer's Journal* to review this prompt: *How were Teddy and his family affected by the three wars that occurred during his lifetime: the Civil War, the Spanish-American War, and World War I?*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the information in the text was collected from different sources.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Make connections between historical events in a text.
- Use context to self-correct and read accurately.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to make connections between historical events, **then...**use the Reading Analysis lesson in small groups to help them understand how to make appropriate connections between events in a text.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

With children, reread Chapter 6. Talk about the historical events mentioned in this chapter, such as the building of the Panama Canal and the setting aside of 230 million acres of land for national parks. Have children record one of the historical events from Chapter 6 on the Three Circles Sorting graphic organizer. Help children analyze how the historical events connect to Teddy Roosevelt's life.

Oral Reading

USE CONTEXT TO CONFIRM OR SELF-CORRECT Explain that it is important for readers to monitor their reading, or to check that they understand what they are reading. Confirming or self-correcting words is an important part of monitoring understanding. Readers can use context to help them confirm or self-correct word recognition and understanding. Have children follow along with you as you read aloud the first three paragraphs on p. 36 in *Theodore Roosevelt: The Adventurous President*. Model self-correcting as needed for word recognition and understanding.

Have children read the same passage aloud, monitoring their word recognition and understanding. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to make connections between historical events,

then...extend the Reading Analysis lesson by having children further research the historical events that were talked about in *Theodore Roosevelt: The Adventurous President*.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity on p. 38.

Reading Analysis

Have children revisit the Three Sorting Circles graphic organizer and review the historical events they noted and how they connect to Teddy Roosevelt's life. Tell children they will be choosing one of these events to research further. Prompt research ideas and guide discussion with these questions:

- Which event do you think had the most impact on Teddy Roosevelt? (Possible response: Spanish-American War)
- What makes you think that this event impacted Roosevelt so much? (Possible response: He said that his win at San Juan Hill was the greatest day of his life.)
- What more would you like to know about this event? (Possible response: What did the rest of the country think about the Spanish-American War?)
- Where might you look to find more information about this event? (The Internet, books in the library)
- Have children work with a partner to do additional research about one of the events discussed in the book. Have them prepare a paragraph to present to the rest of the group about what they discovered about this historical event. Encourage them to infer additional ways this event impacted Teddy Roosevelt.

WRITING OBJECTIVES

- Capitalize geographic names.
- Write a paragraph about a historical event.

Writing

Informative/Explanatory Writing

Describe Changes

TEACH Review the historical events that are connected to Teddy Roosevelt's life as noted in the book. Explain to children that time lines are a way to put historical events in chronological order so that it is easier for people to understand what events happened when. As children look at the time line on page 44, have them consider the following points:

- Time lines present events in chronological order.
- Time lines do not record every detail, but instead focus on major events.
- Time lines may include photos to help readers picture an event.

ANALYZE THE MODEL Discuss the time line on page 44 with children. Make connections between the time line and historical events.

1858: Born on October 27, in New York City
1919: Dies on January 6, in Oyster Bay, New York

This time line gives the birth and death dates of Roosevelt so readers know exactly when he lived.

As children review the historical events previously discussed in the lesson, have them locate where these events appear on the time line. Explain that time lines can be an organizational tool for writers. Writers can look at a time line to make sure they are covering events in order.

Tell children that they will be writing a paragraph about one of the historical events in Roosevelt's life. Explain that a paragraph is a group of sentences that relate to the same topic. Discuss the following points about writing a good paragraph:

- Most paragraphs begin with a topic sentence. A topic sentence tells readers what the topic of the paragraph is.
- A paragraph should include at least two sentences that support the topic sentence with details, facts, and definitions.
- A paragraph should end with a concluding sentence that pulls the paragraph together.

Conventions Capitalizing Geographic Names

TEACH AND MODEL Remind children that the names of specific places, such as continents, are capitalized. For additional practice, have children refer to p. 128 in the *Reader's and Writer's Journal*.

He decided to go hunting in **Africa**.

Independent Writing Practice

FORMATIVE ASSESSMENT Have children go back through *Theodore Roosevelt: The Adventurous President*, looking for important events in Roosevelt's life. Children will choose an event that shows he was a creator of ideas and/or made contributions to our country. Have children turn to p. 130 in the *Reader's and Writer's Journal*. Have children:

- 1 write a paragraph about the chosen event telling how it shows Roosevelt as a creator of ideas
- 2 make sure their paragraph contains a topic sentence, at least two supporting sentences, and a concluding sentence

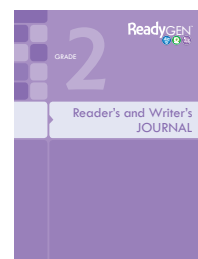
Remind children to revisit the book to help them write their paragraph.

APPLY CONVENTIONS After children complete the Independent Writing Practice, have them write a sentence that tells about a continent that they would like to visit in the world. Remind them to capitalize geographic names.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft and revise their paragraphs.

Writing Wrap-Up

Have children share their paragraphs with the class.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

GEOGRAPHIC NAMES Children may be unsure of the different continents and their English names. Provide a map that shows the continents and the English names. Help children become familiar with the English labels. They may wish to share the continent names in their own language as well.

STRATEGIC SUPPORT

GEOGRAPHIC NAMES Give children additional practice recognizing geographic names and capitalizing them by going on a scavenger hunt in *Theodore Roosevelt: The Adventurous President*, Chapter 7. Have children make a list of the geographic names they find that are capitalized.

LESSON OBJECTIVE

Make connections between historical events in a text.

READING OBJECTIVES

- Identify main topic.
- Use text features to deepen understanding during a close read.

Read Anchor Text

Build Understanding

INTRODUCE Review the last two paragraphs on p. 41. Discuss how the author wrapped up, or summarized, Theodore Roosevelt's life in these few paragraphs. Point out that if someone just read these last two paragraphs, they would have a basic understanding of what kind of person Roosevelt was. Then review the Enduring Understanding for this lesson: *Readers understand the role text features and text structures play in reading informational texts*. Have children think back to some of the text features that provided them with key details about Roosevelt.



First Read of the Lesson

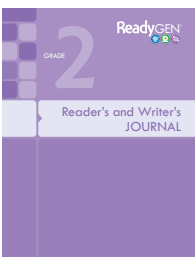
EXPLORE THE TEXT Have children turn to p. 42 in *Theodore Roosevelt: The Adventurous President*. Explain that this text feature is an interview. The interview is a conversation between Kathryn Satterfield, an editor that helped publish this book, and Charles Markis, who works at Roosevelt's home, Sagamore Hill. Have children think about how the Enduring Understanding for this lesson connects to this text feature. Also introduce the Essential Question: *How do writers gather ideas from different sources?* Discuss how an interview is one way writers can do research.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD THEODORE ROOSEVELT: THE ADVENTUROUS

PRESIDENT Read aloud the Interview on pp. 42–43 and review the Time Line on p. 44. Have children listen for the main topic of the interview. As you reread parts of this book during the lesson, have children read in their books as they are capable. Following the reading, discuss the questions below. Have children use p. 121 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they discuss the interview. You will want to point out how the interview is set up, explaining what “Q” and “A” mean. Make sure children understand who is asking and responding to each of the questions. Use the following prompts to lead the discussion.

- **What is the main topic of this interview?** The main topic is how Theodore Roosevelt impacted people’s views of nature. **What details does Charles Markis tell that support the idea that Roosevelt played an important role in conserving nature?** He says that it was Roosevelt’s idea to set aside areas in nature to be preserved. **Key Ideas and Details**
- **Vocabulary** **What does it mean to set aside something?** When you set aside something, you save or separate it for a special purpose. The land was saved for nature.
- **Vocabulary** **Markis talks about the “conservation world.” What does he mean by conservation?** Conservation is the act of preserving or keeping something safe. Conservation often refers to keeping nature safe.
- **Which of Roosevelt’s actions were key to the conservation of nature?** When he set aside 230 million acres of land for national parks, wildlife lands, and forests, he was keeping nature safe. **Key Ideas and Details**
- **What reasons does Markis give for keeping Sagamore Hill preserved?** He believes that people better understand others when they can see how people lived and worked. He believes people can feel the spirit of Roosevelt by visiting his home. **Integration of Knowledge and Ideas**
- **How does the time line on page 44 provide a look at Roosevelt’s life?** It shows readers many of the most important events in his life. **Craft and Structure**
- **How does the time line help readers connect the time period of Roosevelt’s life to other key events in history?** It shows other things that were happening at the same time, such as the Civil War, the Wright Brothers flight, and the explorers who reached the North Pole. **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ENGLISH PHRASES Help children understand the phrase “set an example” on p. 42. Explain that people “set an example” when they show others the correct way to act or respond to something. Give examples that children can relate to, such as setting an example for a younger sibling to do what is right when a fight on the playground starts.

STRATEGIC SUPPORT

DESCRIPTIVE LANGUAGE Discuss what Markis means when he says on p. 43, Roosevelt’s “life and spirit are there.” Help children understand that by seeing the place where Roosevelt lived and all the things in his home, one may better understand him. Relate it to someone entering their home and seeing their belongings to better understand them.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a text.
- Identify the main purpose of a text.
- Ask and answer questions to understand key details.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 122 in their *Reader's and Writer's Journal*.

Text-Based Vocabulary

- grateful, p. 42
- possessions, p. 43
- connection, p. 43

Reread the first question on p. 42: *Why should we be grateful to Theodore Roosevelt when we visit national parks?* Point out the word *grateful*. **What does it mean to be grateful to someone?** It means to be thankful. **How are the words *thankful* and *grateful* similar in meaning?** They both express feelings. **What reason does Markis give for being grateful to Roosevelt?** Roosevelt set aside areas in nature to be kept safe and, for this, we should be grateful to Roosevelt.

Text-Based Conversation

Use the **Whole Group Discussion Routine**. Think aloud about the contributions of Theodore Roosevelt. Talk briefly about the author's main purpose for writing this book as well as how this book helped you learn about Roosevelt's life. **The author explained Roosevelt's life, from his childhood days until he died. The author's purpose for writing this book was to show readers how Roosevelt became the man he did and why he is an important person in American history. This book helped me to understand how important Theodore Roosevelt was to our country and how his actions impact my life today. I love to visit national parks, so I am very thankful that he had the idea of preserving nature.**

As a whole class, continue the discussion about the main purpose of this book. Talk about how the author uses details to describe and explain Theodore Roosevelt and how important he is to our country's history. Ask children to return to the book to find text details that support their understandings of the main purpose. Remind children as they participate in collaborative conversations that they can build on others' talk by linking their comments to the remarks of their classmates.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Have children state and support an opinion to this prompt: **Are you grateful for Roosevelt's example of setting aside areas in nature? Explain.** (Possible response: Yes, I enjoy being out in nature, so it is nice that we have places where buildings can't be built; No, I don't enjoy hiking, so I don't care if natural places are preserved.)



Reading Analysis Ask and Answer Questions

Review the interview format on pp. 42–43. Then talk about how readers can ask and answer questions as they read to help them understand key details in a text. As readers read this book, they might ask questions, such as *Who is the book about? What happened in this person's life? When did this person live?*

KEY IDEAS AND DETAILS Have children revisit the interview. Talk about how the interview helped readers understand key details about Teddy Roosevelt.

- **Why do you think Charles Markis was a good person for Kathryn Satterfield to interview about Roosevelt and his life?** (Possible response: He works at the former home of Teddy Roosevelt, so he likely has learned a lot about him.)
- **How does the interview with Markis help readers understand how Roosevelt contributed to our country?** (Possible response: One question asks about Roosevelt's most important achievement in the conservation world. The answer helps readers better understand how important Roosevelt's actions and beliefs were to the future of our country.)
- **What questions did you ask as you read this book?** (Possible responses: Why wasn't there more information about Teddy Roosevelt's sisters and brother? How did Roosevelt feel when President McKinley was shot?) **Did you find the answers to your questions in the text? If not, how did those questions help you think more carefully about Roosevelt?** (Possible response: No, the text didn't answer all of my questions. However, by asking questions, I thought more carefully about Roosevelt and his impact on the United States.)

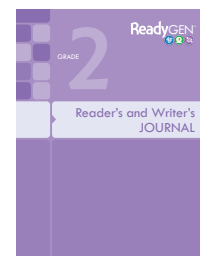
Independent Reading Practice

READING ANALYSIS: ASK AND ANSWER QUESTIONS Have children turn to p. 124 in their *Reader's and Writer's Journal*. Have them write one unanswered question that they asked while reading. Have them tell how they might find the answer to the question. Then have them write one question they asked that was answered by the text. Have them write the answer to that question.

WRITING IN RESPONSE TO READING Have children turn to p. 125 in their *Reader's and Writer's Journal* to review this prompt: *Write three questions that you would ask Teddy Roosevelt or Charles Markis, who was interviewed about Roosevelt.* Have children write their responses on a separate sheet of paper.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVE

- Ask and answer questions to understand key details.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to ask and answer questions to understand key details,
then...use the Reading Analysis lesson in small groups to help them ask and answer questions as they reread the text.

If...children need extra support to understand the informational text,
then...use the Close Reading Workshop in small groups to provide scaffolded support for pp. 42–43.

Reading Analysis

List the following questions as heads on chart paper: *Who?*, *What?*, *Where?*, *When?*, *Why?*, and *How?* Then choose one or two chapters in the book to reread with children. Have volunteers ask questions as you reread those chapters. Record those questions on the chart paper under the appropriate question head. Talk about whether that question was answered in the text and how it helps readers to better understand key details. Then have children read a chapter with a partner and repeat the same procedure. Monitor their understandings as they work together.

Close Reading Workshop

Read *Theodore Roosevelt: The Adventurous President* pages

42–43 Read aloud the interview on these pages as children follow along. Talk about how this interview helps readers understand one of the main topics of the book.

- 1** What are most of the questions about? (Conservation) Why do you think Katheryn Satterfield focuses on this topic in the interview? (Throughout the book, the author talks about how important nature was to Roosevelt, so that seems to be a main idea in this book.)
- 2** What message did Charles Markis believe Roosevelt would want others to know? (To enjoy and learn from the natural world)
- 3** What details in the interview support one of the main topics of the book: the importance of conserving nature? (Details about Roosevelt setting aside 230 million acres of land for national parks, wildlife lands, and forests; the message he would give to kids.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to ask and answer questions to understand key details,
then...extend the Reading Analysis lesson by having children synthesize how their questions helped them better understand the text.

Reading Analysis

Have children think back to the questions they asked as they read *Theodore Roosevelt: The Adventurous President*. Have them use a Three-Column Chart to record several of those questions in the first column of the chart. Children can record answers they found in the text in the second column of the chart. In the third column of the chart, have children think carefully about how asking the questions helped them better understand the book. Guide discussion with these questions:

- **What are some of the questions you asked as you read this book?**
 (Possible response: Why, when Teddy was shot, did he insist on giving his speech before going to the hospital?) **Record those in the first column.**
- **Did you find answers to those questions? If so, note those answers in the second column, and tell how you found them. For example, you might write: *I read on to find out more information.* If you did not find answers to some of your questions, jot down how you might research those questions further.** (Possible response: The text does not tell me the answer to my question, but I believe Roosevelt gave his speech because he felt it was important for the public to hear his message. I used other pieces of the text to help me answer that question.)
- **Think about why you asked each question. Were you confused about something you read? Were you curious and wanted to know more? Did something you read make you think of something in your own life? Write down your reasons for asking your questions in the third column.** (Possible response: I asked that question because I wondered what drove Teddy to be so strong and courageous.)
- Have volunteers share some of their questions, the answers (if they found answers), and why they asked those questions. Point out to children that asking questions is not always about finding answers. Sometimes questions are asked just to get you thinking about what you have read and how it connects to your own life. Sometimes questions help you understand the text in a more meaningful way, and sometimes questions lead you to do more research.

WRITING OBJECTIVES

- Use references for research.
- Capitalize geographic names.
- Participate in shared research.

Writing

Informative/Explanatory Writing

Using References for Research

TEACH Explain that when authors write informational text, they must do research on the topic they are going to write about. The author of this book looked for facts about Theodore Roosevelt in order to write her book. Have children consider the kinds of resources that she may have used:

- Other articles and books written on the same topic can provide writers with facts.
- Internet Web sites that are organized and written by historical societies, universities, or other specialized organizations can provide additional reliable information.
- Interviews provide writers with new perspectives that written resources may not be able to provide.

ANALYZE THE MODEL With children, look at parts of the book and talk about where the author may have gotten her information.

p. 18: Sidebar about Mount Rushmore

The author may have found information about Mount Rushmore from historical documents that tell about the mountain or from a biography of the sculptor, Gutzon Borglum.

p. 24: No one knew the cause of the explosion, but many blamed Spain. Some newspapers said the U.S. should go to war.

The author may have found some of her research about the battleship *Maine* explosion in the archives of old newspapers.

As children look through this book, have them consider the sources that the author may have used to uncover photos, sidebar information, and main text information.

Conventions Capitalizing Geographic Names

TEACH AND MODEL Remind children that the names of specific places, such as national parks, are capitalized. For additional practice, have children refer to p. 128 in the *Reader's and Writer's Journal*.

*The first national park in the world was **Yellowstone**.*

Independent Writing Practice

WRITING Have children work with a partner to discuss questions they still have about Teddy Roosevelt and his accomplishments. Have children turn to p. 130 in the *Reader's and Writer's Journal* to review the writing prompt. On a separate sheet of paper, write three questions they would like to do further research on along with references they would use. Have children:

- 1 list three questions that pertain to Roosevelt and his accomplishments.
- 2 name references that they would use to find answers to their questions.
- 3 tell why they are interested in researching these questions.

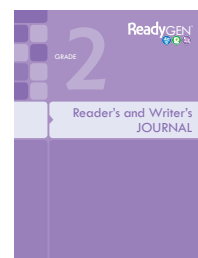
Remind children to revisit the book to help them write their questions.

APPLY CONVENTIONS After children complete the Independent Writing Practice, have them write a sentence that tells about a national park that they have visited or would like to visit. Remind them to capitalize geographic names.

USE TECHNOLOGY If available, have children use computers or electronic tablets to write a letter to a friend or relative, telling them about one of the questions they have about Roosevelt and why they are interested in finding an answer to that question.

Writing Wrap-Up

Have children share their questions with the class.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

GEOGRAPHIC NAMES Have children look at a map of your city or town, locating the parks on the map. Point out that the park names are capitalized just as national parks are. Remind children that if the geographic place has a specific name, it is capitalized, such as Central Park.

STRATEGIC SUPPORT

GEOGRAPHIC NAMES Show children word cards with both generic and specific place names. Have children identify place names that should begin with a capital letter. Word cards might include pairs such as park/central park. Children would identify that Central Park should be capitalized.

LESSON OBJECTIVE

Use text features to understand informational text.

READING OBJECTIVES

- Determine the meaning of words and phrases in context.
- Ask and answer questions to improve understanding during a close read.

Read Anchor Text

Build Understanding

INTRODUCE Review the interview on pp. 42–43 in *Theodore Roosevelt: The Adventurous President*. Discuss how the author researched Theodore Roosevelt and the impact he made by using a variety of resources, such as Charles Markis. Then review the Enduring Understanding for this lesson: *Learners understand that researchers build ideas from multiple texts*. Have children think about someone they would like to interview to learn more about their lives.



First Read of the Lesson

EXPLORE THE TEXT Have children turn to p. 8 in *Theodore Roosevelt: The Adventurous President*. Reread the sidebar called “Teedie’s Home Museum.” Talk about how the information in this sidebar helps readers better understand Roosevelt’s interest in animals. Then review the Essential Question: *How do writers gather ideas from different sources?* Discuss how the writer may have gathered her research for the sidebar on p. 8.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ TOGETHER THEODORE ROOSEVELT: THE ADVENTUROUS PRESIDENT Reread the sidebars on pp. 8, 19, 30–31, 33, 37, and 40 in *Theodore Roosevelt: The Adventurous President*. Discuss the variety of sidebar topics and how they relate to the main text. Following the reading, discuss the questions below. Have children use p. 131 in their *Reader’s and Writer’s Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they discuss the sidebars in more depth. Use the following prompts to lead the discussion.

- **How do sidebars help readers better understand this book?** They give readers the opportunity to learn more about some of the key ideas and details in the book. **Craft and Structure**
- **How does the information presented in the sidebar on page 19 help readers make connections to historical events beyond Theodore Roosevelt's life?** The sidebar talks about a monument that celebrates the importance of four key presidents in United States history. The carving of Mount Rushmore took fourteen years to finish, which makes it an event in history to remember as well. **Key Ideas and Details**
- **How are the sidebars on pages 33 and 37 similar?** They both include illustrations to and tell an interesting fact about Teddy Roosevelt. These facts do not connect as directly with the main text as some of the other sidebars do, but they provide readers with interesting information. **Key Ideas and Details**
- **What role does the sidebar on page 40 play in the overall meaning of the book?** It gives readers a snapshot of Theodore Roosevelt's life as president, pointing out how he paved the way in many ways for future presidents. **Integration of Knowledge and Ideas**
- **Vocabulary** In the sidebar on page 8, the author uses the word *preserve*. What does this word refer to in this sentence: *He even learned to use chemicals to preserve them?* It means that he used chemicals to keep the dead animals from decaying so he could continue to study them. **How does the word *preserve* relate to Roosevelt's interest in putting aside acres of land for national parks?** When Roosevelt preserved land, he protected it and kept it safe so that the plants and animals in those areas would stay alive and continue to grow.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

BACKGROUND KNOWLEDGE Children may be unfamiliar with the importance of George Washington, Thomas Jefferson, and Abraham Lincoln, the other three men carved on Mount Rushmore. Explain that these men, along with Theodore Roosevelt, were all presidents of the United States who made extremely important contributions to our country's history.

STRATEGIC SUPPORT

IDIOMS Have children look at the sidebar illustration on p. 37. Talk about the caption, "Drawing the Line in Mississippi." Discuss the meaning of this, explaining that although there was not a physical line, Roosevelt felt he would be crossing the line if he shot the trapped bear. Talk about times when children have "drawn the line" on something.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a text.
- Use text features to understand text.

Text-Based Vocabulary

- proverb, p. 33
- threats, p. 33

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 132 in their *Reader's and Writer's Journal*.

Reread the sidebar on p. 33: *What does the word **proverb** mean?* A proverb is a saying. *What words help you understand the meaning of **proverb**?* The text says, "Teddy had a favorite saying based on an African proverb." This makes me think that a proverb is a saying. *Proverbs are sayings that express wise thoughts and give advice.*

Text-Based Conversation

Use the **Small Group Discussion Routine**. Think aloud about the sidebar on pp. 30–31. Discuss how you decided when to read the sidebar. *When I see sidebars, I ask myself questions: **Should I read the sidebar before I read the main text, or should I wait to read it until I finish reading the main text?*** On pages 30–31, I read the sidebar after I read the main text. The text on page 30 starts in the middle of a paragraph, so I wanted to keep reading from the page before. The text on page 31 begins the same way. After reading the main text on these pages, I read the sidebar about national parks. Reading the main text and sidebar in this order helped me learn more about the 230 million acres of land that Roosevelt set aside. If I had read the sidebar first, I would not have understood why the author included information on national parks until after I had read the main text.

In small groups, have children find another sidebar to talk about. Have them discuss when they read the sidebar and why they read it before or after the main text. Encourage children to discuss how the order in which they read the text and sidebar affected their understanding of each. As they collaborate, have children describe key ideas or details from the text that help them make connections between the sidebars and the main text.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Have children state and support an opinion to this prompt: *Did the sidebars in the book help you better understand Roosevelt's life? Use details from the text to explain your reasons.* (Possible response: Yes, I think the sidebars helped me to understand him better. For example, the sidebar on p. 33 helped me realize how serious he was about showing the world that the United States was powerful.)



Look at the photo and read the caption on p. 19. Then talk about how text features help readers gain understanding. Ask volunteers to explain what these text features tell readers about Roosevelt. (They tell readers how much the outdoors meant to Roosevelt.)

CRAFT AND STRUCTURE Have children look through the text features in the book. Guide discussion about text features using the following prompts:

- Which text features help readers understand more about the world during Roosevelt's lifetime? (Possible response: Photos and captions, such as those on pp. 3, 24, and 32.) How do these text features help readers connect to Roosevelt's life? (Possible response: They help readers understand why Roosevelt felt the way he did about helping his country.)
- Which text features help readers understand more about Teddy's family? (Possible response: The photos and captions in Chapter 2; the photos and captions on pp. 14 and 20.) How do these text features help readers better understand Roosevelt as a person? (Possible response: They suggest that Roosevelt valued family and help readers visualize what his family looked like.)
- Which text features help readers understand more about Teddy's sense of adventure and curiosity? (Possible responses: The sidebar on p. 8; the photos and captions on pp. 19, 34, 35, and 38–39.) In your opinion, which of these text features best describe his sense of adventure and curiosity? (Possible response: The photo and caption on p. 35 help me realize how much he enjoyed adventure.)

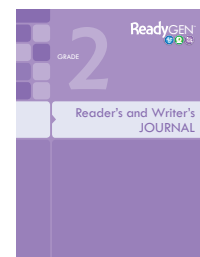
Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES Have children turn to p. 133 in their *Reader's and Writer's Journal*. Have them write about the photo and corresponding caption that they find to be most interesting. Ask them to tell how this photo and caption help them better understand the text and the main topic, Theodore Roosevelt.

WRITING IN RESPONSE TO READING Have children turn to p. 137 in their *Reader's and Writer's Journal* to review this prompt: *Which sidebar do you find most interesting? Why?* Have them write responses on a separate sheet of paper.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVE

- Use text features to understand text.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to use text features to understand text, **then...**use the Language Analysis lesson in small groups to help them better understand how text features help readers comprehend a text.

If...children need extra support to understand the informational text, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for the sidebar on p. 37.

Language Analysis

Provide children with a Three Sorting Circles graphic organizer. Have them page through *Theodore Roosevelt: The Adventurous President* and list in each circle on their graphic organizer one type of text feature they see, such as photos, captions, and sidebars. Work together to examine some examples of these text features. Ask guiding questions such as: *What does this text feature tell you? How does this text feature connect to the main text? In what ways does this text feature help you better understand this book?* Have children make notes regarding their answers to those questions in the appropriate circle on the graphic organizer. Then help them explain the overall importance of using text features to better understand a text.

Close Reading Workshop

Read *Theodore Roosevelt: The Adventurous President* page 37 Read aloud the sidebar on p. 37 as children follow along. Talk about how this sidebar provides information about a popular toy that relates to Theodore Roosevelt.

- 1 What were you surprised to learn about the stuffed animal, the teddy bear? (that it was named after Teddy Roosevelt)
- 2 Why do you think the toy store owner felt that a stuffed bear represented Roosevelt's hunting experience? (The owner may have felt that since Roosevelt didn't shoot the bear, he might have seen it as cute and cuddly, just like a stuffed bear.)
- 3 How did this sidebar help you better understand the book? (It showed Roosevelt's fairness; it provided an interesting fact that told more about Roosevelt as a person.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to use text features to understand text, **then...**extend the Language Analysis lesson by having children compare the usefulness of various text features in understanding the text.

Language Analysis

Have children review the kinds of text features the author uses in *Theodore Roosevelt: The Adventurous President*. Have them use a Venn diagram to compare and contrast two of those types of text features. Guide discussion with these questions:

- **What text features are used in this book?** (photos, captions, sidebars, time line, interview, Contents page, chapter titles, subheadings, book title)
- **Choose two text features to look at more carefully. Think about how those text features are similar and different. For example, how are photos and captions similar?** (Possible response: They both give readers more details.) **We can write that similarity in the overlapping part of the Venn diagram. How are photos and captions different?** (Photos are a visual text feature. Captions use words to tell details.) **We can write those differences in the parts of the Venn diagram that focus on either photos or captions.**
- **With a partner, complete a Venn diagram that compares and contrasts two text features in *Theodore Roosevelt: The Adventurous President*.**
- After children have had time to complete their Venn diagrams with a partner, have them take time to review how the chosen text features are alike and different. Have them prepare a short presentation to the group, telling what they discovered about these text features. Ask guiding questions after the presentation to encourage children to tell how these text features helped them as readers to understand the book more deeply.

WRITING OBJECTIVES

- Use text features to grab readers' attention.
- Review adverbs and adjectives.

Writing

Informative/Explanatory Writing

Using Text Features

TEACH Review the title of the book, the chapter titles, and the headings used in the sidebars in *Theodore Roosevelt: The Adventurous President*. Discuss how these text features help readers engage with the text.

- A book's title often gives readers clues about the main topic of the book.
- Chapter titles often give readers clues about what they will read about in the chapter. They may also provide a sense of mystery, leading readers to engage in reading on.
- When an author uses sidebars, the headings of the sidebars should grab readers' attention and encourage them to read the sidebar for more information.

ANALYZE THE MODEL With children, look at examples of ways the author grabbed readers' attention through text features.

Book Title: *Theodore Roosevelt: The Adventurous President*

The title of the book grabs readers' attention right away. As a reader I wonder why he is known as the adventurous president.

The sidebar on page 19 has the heading "Mystery Place."

This sidebar's heading caught my attention because I love mysteries. I was curious what the clues would tell me.

As children look through this book, have them share how chapter titles and sidebar headings grabbed their attention. Point out the importance of choosing words carefully to grab readers' attention. Explain that children can incorporate the idea of grabbing readers' attention in their paragraph writing by making their topic sentence one that raises a question, poses a mystery or challenge, or uses interesting words.

Conventions Adjectives and Adverbs

TEACH AND MODEL Remind children that adjectives describe nouns and adverbs describe verbs. Identify the adjective (*wild*) and adverb (*seriously*) in the examples. Talk about what they describe. For additional practice, have children refer to p. 138 in the *Reader's and Writer's Journal*.

Teddy loved being in the **wild** country.
Many soldiers were **seriously** wounded.

Independent Writing Practice

FORMATIVE ASSESSMENT Have children think about what Roosevelt's biography taught them. Have them turn to p. 139 in the *Reader's and Writer's Journal* to review the writing activity. On a separate sheet of paper, write a banner or quotation that tells something they think Roosevelt would have said or believed in. Have children:

- 1 write a banner or quotation in the words of Theodore Roosevelt, or as he might have expressed himself
- 2 write a paragraph explaining how their banner or quotation fits the actions of Roosevelt

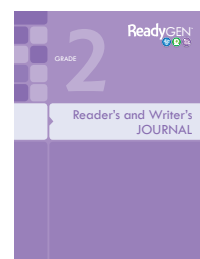
Remind children to look back in the book at how the author's choice of words captured readers' attention. Have children choose words to grab readers in their banners, quotations, or topic sentence.

APPLY CONVENTIONS As children write, have them use adjectives or adverbs in their writing.

USE TECHNOLOGY If available, have children use computers or electronic tablets to write.

Writing Wrap-Up

Have children share their banners or quotations with the class.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CONVENTIONS Help children distinguish the difference between adjectives and adverbs. Provide numerous examples. For each example, identify together the adjective or adverb and what it describes. Point out that adverbs often end with *-ly* and answer the questions *how*, *when*, or *where*.

STRATEGIC SUPPORT

CONVENTIONS To help children solidify their understandings of adjectives and adverbs, provide word cards that name nouns or verbs. Then have children name an adjective or adverb that describes those nouns and verbs. For example, *brother/younger*; *ran/quickly*.

LESSON 7

UNIT 3 • MODULE A

LESSON OBJECTIVE

Describe how words and phrases give meaning in a poem.

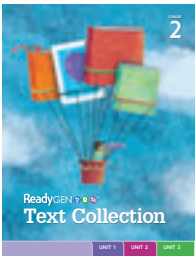
READING OBJECTIVES

- Refer to parts of poems when writing or speaking, using terms such as “line” and “stanza.”
- Identify rhyme and rhythm in a poem.
- Use text evidence to answer questions during a close reading.

Read the Text

Build Understanding

INTRODUCE Remind children that in *Theodore Roosevelt: The Adventurous President*, they learned about the life of a president. Explain that a poem can tell about a person’s life, too. Tell them that they are going to read a poem titled “Lincoln,” which tells about another president, Abraham Lincoln, and his life as a boy. Have children focus on the following Enduring Understanding as you work through the lesson: *Learners understand that researchers build ideas from multiple texts.*



First Read of the Lesson

EXPLORE THE TEXT First, have children look at the poem “Lincoln” on pp. 166–167 of the *Text Collection*. Ask them how the text structure is different from the other texts they have read. Tell them that a poem is made up of lines of text. Explain to children that many poems include rhythm (pattern of sounds) and rhyme (words with syllables that have the same ending sound). Explain that as you read the poem, children should notice the format of the text and listen for examples of rhythm and rhyme. Then read the Essential Question of the day: *How do writers gather ideas from different sources?* and have children think about the sources the author might have used to write the poem.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD “LINCOLN” Use the **Read Aloud Routine**. Read aloud the poem on pp. 166–167 of the *Text Collection* as children follow along. In this first reading, children should focus on understanding the “gist” of the text, or who the poem is about. After the reading, discuss the questions below. Have children use p. 131 in their *Reader’s and Writer’s Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they talk discuss they learned about Abraham Lincoln’s childhood. Use the following questions to lead the discussion.

- We learn many things about Abraham Lincoln’s life as a boy from reading this poem. How do we know that Lincoln loved to read? The text says Lincoln would walk “many miles” to get a book. He would read by firelight. What words does the poet use to describe Lincoln? The poet calls him “A quiet, awkward, earnest lad” and says that he was “poor” and “wise.” What details show that he was poor? He did not have money to buy a candle or a lamp. **Key Ideas and Details**
- **Vocabulary** The poet describes Lincoln as an “earnest lad.” Someone who is earnest is serious and eager about something. How does Lincoln show that he really wants to read and learn? He is willing to walk many miles to get a book that he wants to read.
- **Vocabulary** The text says Lincoln “trudged long weary miles.” The word *trudged* describes how Lincoln walked. If Lincoln had to walk a long way and was very tired from his trip, how do you think he was moving after walking so far? How do you think his legs felt? He was walking slowly. His legs probably felt tired and sore from walking so far. If Lincoln trudged, it means he walked slowly and with great effort because he was tired.
- What text details help us understand that time passed and Lincoln grew up? The text says “The hard years came, the hard years went.” Lincoln grew up to be president of the United States. What details show how Lincoln coped with difficult times as president? The text says he was “gentle, brave, and strong of will” and that he met with all the challenges. **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Children may need extra help understanding the meanings of many of the words in the poem, including *kindled*, *ruddy*, and *etched*. Use pictures and gestures to support children’s understanding of these words.

STRATEGIC SUPPORT

KEY DETAILS Point out that poems must be carefully read in order to understand their meaning. Model how to read one line at a time and rephrase the text in your own words to make meaning clear.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a text.
- Identify rhyme and rhythm in a poem.

Text-Based Vocabulary

- weary, p. 166

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the poem “Lincoln” in the *Text Collection*. For each word, check children’s understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don’t know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 132 in their *Reader’s and Writer’s Journal*.

Reread the first stanza on p. 166 and point out the word *weary*. *How can you tell Lincoln often walked a long way?* (The text says he traveled “long” miles.) *We talked about the word **trudged** and how it means Lincoln walked slowly and with great effort. Why might Lincoln have been walking in this way?* (He was tired from having to walk so far.) *How would you feel if you had to walk many miles to get something?* (I would feel tired.) *Now we can determine that the word **weary** means “very tired.”*

Text-Based Conversation

Use the **Whole Group Discussion Routine**. Explain to children that in the last stanza, the poet refers to Abraham Lincoln’s life when he served as president of the United States. Think aloud about what you can infer about this time in Lincoln’s life. *The poet says “The hard years came, the hard years went.” I imagine that being president of the United States is a difficult job. I know that Lincoln was president during the Civil War, which was a very difficult time for the country. Teddy Roosevelt was just a boy at this time. Americans in the north and south were fighting one another. Many people lived as slaves, but Lincoln worked hard to end slavery and helped set them free. He was “gentle, brave, and strong of will.” This tells me that he was determined to help our country and to solve problems.*

As a whole group, have children discuss how the poet’s description of Lincoln as a boy helps support the idea that he was “gentle, brave, and strong of will.” As children participate in collaborative conversations, have them ask for clarification and further explanation about the topic under discussion.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their opinions regarding this question: *The poet ended by saying there is still light on Lincoln’s face when we see it today. Do you think this was a good way to end the poem?* (Possible responses: Yes, because when we see Lincoln today, we are reminded that he was a great president. He was a wise leader because he read and learned so much as a boy.)

Language Analysis

Poem Structure

Talk about how the text structure of a poem is different from the other texts children have read. Explain that a poem is made up of lines of text and that each group of lines is called a *stanza*. Point out that “Lincoln” has four stanzas. Tell children that many poems include rhythm (pattern of sounds) and rhyme (words with syllables that have the same ending sound). Have children focus on the first stanza with you.

CRAFT AND STRUCTURE Focus children’s attention on the characteristics of a poem, including its structure and elements.

- **How can you tell where a line begins?** (Each line begins with a capital letter.) **How can you tell where the first stanza begins and ends?** (It starts with the first line of the poem. There is a space after the last line of the stanza.)
- **Listen as I reread the first stanza. Which words rhyme?** (*lad/had, get/set*) **This poem also has rhythm, which means it has a regular beat. Read the poem with me and listen for the regular beat. How does rhythm add to the effect of the poem?** (It moves the poem forward and makes it interesting.)
- **How can you tell that this poem is biographical?** (It tells about the life of a real person, Abraham Lincoln.) **What details do you learn about Lincoln’s life as a boy?** (He loved to read. He would walk many miles to get a book. He was poor and had to read by the light of the fire. He faced many challenges as president.)

Independent Reading Practice

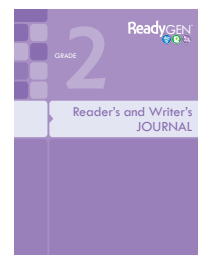
LANGUAGE ANALYSIS: POEM STRUCTURE Have children turn to p. 134 in their *Reader’s and Writer’s Journal* and work independently to make a list of the rhyming words found in each of the remaining three stanzas.

WRITING IN RESPONSE TO READING Have children think about the details the poet includes about Lincoln’s life. Have children turn to p. 137 in their *Reader’s and Writer’s Journal* to read the prompt: *Why do you think the poet chose to focus on Lincoln’s childhood?*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how authors find information from multiple sources.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Refer to parts of poems when writing or speaking, using terms such as “line” and “stanza.”
- Identify rhyme and rhythm in a poem.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the structure and elements of a poem, **then...**use the Language Analysis lesson in small groups to help them work through additional examples.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Guide children to identify the remaining stanzas of the poem “Lincoln” and the rhyming words in those stanzas. If children have difficulty understanding what constitutes a line of poetry, run your finger under a line of text to show where it begins and ends. Point out the space between each stanza, and explain that this separation shows where one stanza ends and another begins. Tell children that when they are identifying rhyming words, they should look at the last word of each line. Then have children reread the poem and quietly clap or tap to show the rhythm of the words.

Oral Reading

PHRASING Explain that reading with proper phrasing means reading together related groups of words. Tell children that they can use the punctuation marks in the poem to help them figure out how to read the text with appropriate phrasing. Explain that children should pause briefly at a comma and longer at a period. Have children follow along with you as you read aloud the last stanza in “Lincoln” on p. 167 of the *Text Collection*. Model reading related words together and pausing at commas and periods.

Have children read the same passage aloud, using appropriate phrasing. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children demonstrate understanding of a poem's structure and elements,
then...extend the Language Analysis lesson by having children identify the structure and elements in the poem "My America."

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Have children look at the poem "My America" on p. 168 of the *Text Collection*. Discuss the poem's structure and poetic elements.

- **How many stanzas does the poem have?** (The poem has three stanzas.) **Does the poem rhyme? How can you tell?** (No. The words at the ends of the lines do not have the same ending sound.)
- **What do you notice about the punctuation in this poem?** (Sample response: Almost every line ends with a question mark.) **What could you say about the format of this poem?** (Sample response: This poem asks a series of questions.) **Why do you think the poet chose to make this poem a series of questions?** (Sample response: The questions make it sound like the poet is speaking directly to the reader.)
- **What related words does the poet use in the last three lines of the poem?** (*homeland, country, AMERICA*) **How are these words related?** (These words all refer to our country.) **Why do you think the poet wrote AMERICA in all capital letters?** (Sample response: The poet used capital letters to emphasize the importance of this word.)

Oral Reading

PHRASING Explain that reading with proper phrasing means reading together related groups of words. Tell children that they can use the punctuation marks in the poem to help them figure out how to read the text with appropriate phrasing. Explain that children should pause briefly at a comma and longer at a period. Have children follow along with you as you read aloud the last stanza in "Lincoln" on p. 167 of the *Text Collection*. Model reading related words together and pausing at commas and periods.

Have children read the same passage aloud, using appropriate phrasing. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

- Write questions for a research assignment.
- Identify adjectives and adverbs.

Writing

Informative/Explanatory Writing

Researching a Topic

TEACH Explain to children that it is important for writers to do research on a topic before they write a text. Point out that the author of a biographical text might read books about that person, look at historic photographs, or perhaps even interview the person. Tell children that they can research the life of a person as well. Children can conduct their research by reading books, searching for information online at reliable websites, or through interviews. Have children keep in mind:

- A biographical text includes facts about a real person's life.
- Facts can include dates of important events and the names of important people and places.

ANALYZE THE MODEL Through discussion, help children understand that the author of the poem “Lincoln” includes facts about Lincoln’s life. Have children reread the second stanza of the poem.

*He was too poor to buy a lamp
But very wise in woodmen’s ways.*

The author presents facts, stating that Lincoln was poor, but he had a lot of knowledge about living in the woods.

Explain that authors often write about people who lived long ago and who are no longer alive. Doing research helps authors learn more about the person and the historical period in which he or she lived. Explain that it is important for authors of biographical texts to do research because the information must be correct.

Tell children that doing research will help them find facts about a person’s life as well as interesting stories and details. They can combine these into a biographical text that will inform *and* entertain their reader, such as a poem.

Explain that writers often begin their research by writing questions they would like to answer. Discuss the questions the poet may have had about Lincoln before doing research to write her poem, such as “What was Lincoln like as a boy? What qualities did he have as a boy that carried over to his adult life? How did a poor boy become president?”

Conventions Adjectives and Adverbs

TEACH AND MODEL Tell children that adjectives and adverbs are describing words. An adjective tells more about a noun. Examples of adjectives are *small, rough, sweet, stinky, and loud*. An adverb tells more about a verb. Examples of adverbs are *quickly, happily, and softly*. Have children identify the adjectives in the line below. For additional practice, have children refer to p. 138 in the *Reader's and Writer's Journal*.

A *quiet, awkward, earnest* lad, . . .

Independent Writing Practice

WRITING Have children turn to p.139 in the *Reader's and Writer's Journals*. Have them write three questions related to Abraham Lincoln's life that they could research. Have them:

- 1 write three questions about Abraham Lincoln's life that they could answer by doing research
- 2 research one question and write the answer in a paragraph

Remind children to return to the poem "Lincoln" to help them think about topics they would like to know more about. Have children write on p. 139 in their *Reader's and Writer's Journal*.

APPLY CONVENTIONS As children write, have them circle any adjectives and adverbs they use.

USE TECHNOLOGY As children work, have them use computers or electronic tablets, if available, to draft and print their writing.

Writing Wrap-Up

Have pairs share their writing with each other. As partners share their work, have them give positive comments as well as constructive criticism.

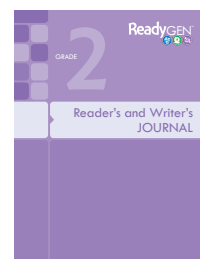
Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES Help children understand that in English adjectives usually go before the nouns they describe. Point to a pencil and say, "I have a yellow pencil." Help children identify the adjective that tells about the pencil (yellow). Repeat with "She has long hair."

STRATEGIC SUPPORT

ADVERBS Help children understand that adverbs are used to tell how something happens. Provide sample sentences and work together to identify the adverbs. You might have children pantomime each action, such as *The boy walks slowly*.



LESSON

8

UNIT 3 • MODULE A

LESSON OBJECTIVE

Ask and answer questions to demonstrate understanding of key details.

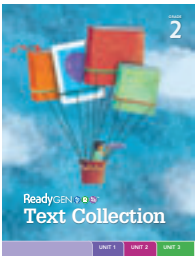
READING OBJECTIVES

- Ask and answer questions to demonstrate understanding.
- Use text evidence to answer questions in a close reading.

Read the Text

Build Understanding

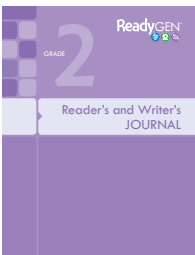
INTRODUCE Tell children that they will be reading a story about a young girl who lives over 100 years ago and wants to be able to do the same things as her father and brothers. Point out that there was a time in our country when women did not share the same rights as men, including the right to vote. Then have children focus on the following Enduring Understanding as you read the story: *Writers understand that incorporating multiple resources makes research-based writing stronger.*



First Read of the Lesson

EXPLORE THE TEXT Introduce the story *Marching with Aunt Susan* on p. 103 of the *Text Collection*. Tell children that it is historical fiction, which is a made-up story that is set in the past. Point out that historical fiction is often based on real people or events. Explain that Susan B. Anthony was a real person who helped women gain the right to vote in our country. Have children look at the illustrations for clues that this story takes place in the past. Then read the Essential Question to focus on today: *How do writers gather ideas from different sources?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.



READ ALOUD PAGES 103–119 Use the **Read Aloud Routine**. After you introduce the story *Marching with Aunt Susan*, read it aloud as children follow along in their texts. As children revisit the story throughout the lesson, they can read on their own as they are capable. In this first reading, children should focus on understanding the “gist” of the text, or who the characters and setting are and what is happening. Have children use p. 131 in their *Reader's and Writer's Journal* to record their answers to one of the following questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they demonstrate understanding of the characters, setting, and events. Use the following questions to lead the discussion.

- **Why can't Bessie do many of the things that she wants to do, such as go hiking with her brothers and father?** Bessie isn't allowed to do many things she wants to do because she is a girl. Her father says, "Strenuous exercise is not for girls, Bessie." Her brothers tell her she is not strong enough and that it is not ladylike for her to hike or ride a bike.

Key Ideas and Details

- **Vocabulary** On page 105, Bessie's father tells her that strenuous exercise is not for girls. What does *strenuous* mean? *Strenuous* means "requiring a great deal of strength or energy." What clues in the text help you understand what *strenuous* means? Remember that context clues sometimes come after the word. Bessie's brother Enie tells her that she is not strong enough. Help children recognize that *strong* can help them figure out that *strenuous* exercise requires strength.
- **Vocabulary** On page 106, Mama tells Bessie that she can help her get ready for the *suffrage* tea. What does *suffrage* mean? Explain that readers sometimes need to consult a dictionary to learn the meaning of a word. Guide them in using a dictionary to determine that *suffrage* means "the right to vote."
- **How does meeting Aunt Susan change Bessie's ideas about her?** When Bessie first sees Aunt Susa's picture in the newspaper, Bessie thinks Aunt Susan is a crabby old lady. After meeting her, Bessie is inspired to work for change. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

MULTIPLE-MEANING WORDS English language learners may need support understanding multiple-meaning words, such as *tea* on p. 106. Explain that in this context, a *tea* is a party at which tea and sandwiches are served. *Tea* can also refer to a hot or cold drink. Have children complete these sentence frames: *I went to a _____ at my friend's house. I drank a cup of _____.*

STRATEGIC SUPPORT

KEY IDEAS AND DETAILS Make sure children understand that Bessie is not actually related to Susan B. Anthony. Explain that Bessie and the other girls and women call Susan B. Anthony "Aunt Susan" because her work for women's rights make them feel close to her, almost as if she were a family member.

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Ask and answer questions.
- Identify details about characters, settings, and events.

Text-Based Vocabulary

- rights, p. 106
- swarmed, p. 109



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Marching with Aunt Susan*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 132 in their *Reader's and Writer's Journal*.

Reread the last sentence on p. 106. *Mama says that Susan B. Anthony has fought for fifty years for women's rights*. Explain that *rights* are things we are allowed to do by law. Help children brainstorm rights we have in the United States, such as the right to freedom of speech.

Text-Based Conversation

Use the **Small Group Discussion Routine**. Remind children that in *Marching with Aunt Susan*, Bessie gives many examples of things that boys can do that girls aren't allowed to do.

You may want to think-aloud about text details that show why girls weren't allowed to do the same things as boys: *On page 105, Bessie wants to go hiking, but her father won't let her. He says that "strenuous exercise is not for girls." Her brothers tell her that she is not strong enough and it is not ladylike. Even though Bessie points out that she can ride her bicycle faster than anyone on the block, her father and brothers don't think of her as an equal.*

In small groups, have children discuss why girls can't do the same things as boys. Guide them to think about whether women's lack of rights at the time also affects the way girls are treated. Make sure they point out specific text evidence to support their ideas. As children participate in collaborative conversations, make sure they follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share an opinion about the way Bessie's father and brothers treat her: *Do you think Bessie's father and brothers treat her fairly? Why or why not? Support your opinion with text evidence.* (Possible response: No; even though Bessie can ride her bicycle faster than anyone on the block, they don't let her go hiking with them, just because she is a girl. This isn't fair.)

Reading Analysis Ask and Answer Questions

Review with children that asking questions about a text can help them better understand the characters, setting, and events. Explain that as they read, they should look for text evidence that answers the questions they asked themselves.

Label the left column of a T-Chart “Questions” and the right column “Answers.” Model asking questions about the text and having children use text evidence to answer them.

KEY IDEAS AND DETAILS Guide children to find text evidence to respond to each question.

- **Who are the main characters in this story?** (Bessie and Susan B. Anthony.) *We can write this question and answer on our T-chart.*
- **Where and when does this story take place?** (It takes place in California in the past, before women had the right to vote.) *Let’s add this question and answer to our chart.*
- **Why does Aunt Susan invite Bessie to come to the rally in San Francisco?** (Bessie asks her why girls can’t do the same things as boys. Aunt Susan invites her to the rally because she wants Bessie to know that she can help change things for girls and women.)

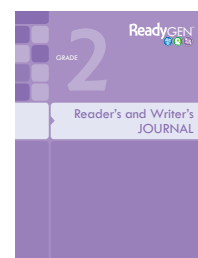
Independent Reading Practice

READING ANALYSIS: ASK AND ANSWER QUESTIONS Have children work independently to reread pp. 106–109 of *Marching with Aunt Susan*. Have children turn to p. 135 in their *Reader’s and Writer’s Journal* and write one question they asked as they read these pages. Have them write the answer as well.

WRITING IN RESPONSE TO READING Have children turn to p. 137 in their *Reader’s and Writer’s Journal* to read the prompt: *What is your opinion of Bessie and her brothers, based on what you have read so far?* Have children use the text to support their answers.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVES

- Ask and answer questions about characters, setting, and events.
- Use text evidence to answer questions in a close reading.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to ask and answer questions about what they read, **then...**use the Reading Analysis lesson in small groups to help them complete the T-Chart.

If...children need extra support to understand the story, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for *Marching with Aunt Susan*.

Reading Analysis

Reread p. 106 and model asking yourself a question about the text.

A question I asked myself as I read this page was “Why does Bessie say, ‘Suffrage? I’m the one who’s suffering.’” To find the answer, I reread page 105. Focus children’s attention on what Bessie wants to do—go hiking with her father and brother—and why she can’t do it. Bessie says she is suffering because she can’t do the things she wants to do and is able to do, like go hiking, just because she is a girl. Guide children to add this question and answer to the T-chart.

Close Reading Workshop

Revisit *Marching with Aunt Susan*. Have children turn to p. 111.

- 1 Aunt Susan says “The votes of all the people, including women with men, will surely bring about the wisest and best government the world has ever seen.” What does Aunt Susan want for all people? (She wants everyone, including women, to have the right to vote.)
- 2 Does Bessie agree with Aunt Susan’s words? How do you know? (Yes; she pulls a handkerchief out her purse and waves it along with the others to show that she agrees with Aunt Susan and supports her.)
- 3 Assign children partners. Have the pairs talk about details that show that Aunt Susan is a strong character, such the way as her voice thunders across the hall.

EXTENSIONS

MONITOR PROGRESS

If... children understand how to ask and answer questions, **then...** extend the Reading Analysis lesson by having children ask and answer questions about women's suffrage.

Reading Analysis

Point out that in addition to telling a story about a girl who wants to be able to do the same things as her brothers, *Marching with Aunt Susan* gives information about women's suffrage. Have children ask questions about women's rights. Then have them look for text evidence that gives information about women's rights. Remind them that they can also refer to the illustrations or do research in other materials online or in the classroom library. Tell them to record their questions and answers in another T-chart. Then have children discuss the following questions:

- **What were some things that men were allowed to make decisions about, but women were not allowed to make decisions about?** (Men were allowed to decide if women should get to vote, how the children were raised, and how the household money was spent. Women were not allowed to make decisions regarding these matters.)
- **Who was Susan B. Anthony?** (She was a leader in the fight for women's rights and suffrage.) **How do you know that it was not quick or easy for women to gain their rights?** (Possible response: When Bessie meets Susan B. Anthony, Miss Anthony has been fighting for equal rights for women for fifty years.)
- **What were some of the ways women worked together to gain the right to vote?** (They held teas and rallies; they wrote letters.)

WRITING OBJECTIVES

- Identify how to use resources to answer questions.
- Distinguish between adjectives and adverbs.
- Ask and write questions.

Writing

Informative/Explanatory Writing

Identify How Resources Help Us Comprehend

TEACH Tell children that authors do not always explain everything about characters, settings, and events. Using additional resources, such as the Internet, print and digital encyclopedias, or textbooks, can help readers of historical fiction better understand what the author doesn't state directly. Have children keep the following things in mind as they think about ways that resources can improve their understanding of historical fiction:

- What questions do I have about a character, setting, or event?
- What resources can I use to find information to answer my questions?

ANALYZE THE MODEL Through discussion, help children recognize how resources can help them answer questions about characters, settings, or events in historical fiction texts.

I picked up the newspaper and stared at Miss Anthony's photo. "She looks like a crabby old lady."

"A crabby old lady who has fought fifty years for women's rights," Mama said, "even when people threw garbage at her and called her names."

I wonder who Susan B. Anthony was. I bet she was more than just a crabby old lady who fought for women's rights. An online encyclopedia might give me more information about her life and what she accomplished.

Authors may mention historical events without explaining exactly what they were or why they took place.

Golden Gate Auditorium was so crowded that I could barely breathe. Aunt Susan stood on a stage, surrounded by hundreds of roses.

I'm not sure why Aunt Susan was speaking at Golden Gate Auditorium, but it sounds like it was a pretty important speech. I can do a keyword search to see if I can find more information about suffrage rallies.

Explain to children that using outside resources is a good way to deepen their understanding of story characters, settings, and events, especially in historical fiction stories that refer to real people, settings, and events.

Conventions Adjectives and Adverbs

TEACH AND MODEL Review that adjectives tell which, what kind, or how many. Adverbs tell where, when, or how. For additional practice, have children refer to p. 138 in the *Reader's and Writer's Journal*.

Adjectives: She spoke about the long fight for equal rights.

Adverb: Aunt Mary will be arriving soon.

Independent Writing Practice

WRITING Have children turn to p. 140 in the *Reader's and Writer's Journals* to review the writing activity. Discuss how outside sources can help them answer questions they may have about what they have read in *Marching with Aunt Susan*. Have children work with a partner to write three questions they would like to know more about during this time period. Then have them list three sources they might use to find more information. Children should:

- 1 ask who, what, where, when, or why questions.
- 2 consider both print and online sources to answer their questions.

Have children write their questions and sources on a separate sheet of paper.

APPLY CONVENTIONS As children write their questions, have them underline any adjectives and circle any adverbs they used.

USE TECHNOLOGY If available, have children use computers to create a chart with their questions and possible sources of more information.

Writing Wrap-Up

Have volunteers share their questions and sources. Encourage classmates to share which sources would be most effective for answering the questions and why.

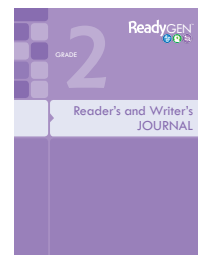
Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES AND ADVERBS English language learners may be confused by the difference between adjectives and adverbs. By providing sentence examples, help them understand that adjectives come before nouns they describe. Adverbs can come before or after verbs and often end in *-ly*.

STRATEGIC SUPPORT

REFERENCE SOURCES As children write their questions, brainstorm a list of possible reference sources with them. Then guide them to match each question with the reference source that they think would best answer it.



LESSON

9

UNIT 3 • MODULE A

LESSON OBJECTIVE

Describe the overall structure of a story.

READING OBJECTIVES

- Ask and answer questions to demonstrate understanding.
- Use text evidence to answer questions in a close reading.

Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you continue reading *Marching with Aunt Susan* in the *Text Collection Susan* and working through the lesson: *Writers understand that incorporating multiple resources makes research-based writing stronger.* Have children listen for information about real people and events that the author had to research in order to write this story.

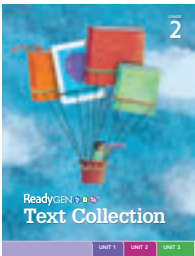
First Read of the Lesson

EXPLORE THE TEXT Remind children of the major events that have happened so far in *Marching with Aunt Susan*. Have volunteers summarize the main events (Bessie is upset that she can't go hiking; she meets Aunt Susan at a suffrage tea; she attends a rally at the Golden Gate Auditorium; she gets involved in the women's suffrage movement). Then remind children about the Essential Question to focus on today: *How do writers gather ideas from different sources?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD PAGES 120–131 Use the **Read Aloud Routine**. Before you begin reading, remind children that Bessie is getting ready to march in a parade for women's suffrage. As you read aloud pp. 120–131 in the *Text Collection*, children can follow along in their books. Children should focus on how the characters change as a result of their experiences with the suffrage movement. Have children use p. 131 in their *Reader's and Writer's Journal* to record their answers to one of the following questions:

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details about Bessie and her family's participation in the parade. Use the following questions to lead the discussion.

- **Does Papa support Bessie and her role in the women's suffrage movement? How do you know?** Yes; when Bessie's dress gets ruined because a boy threw an egg at her, Papa buys her a new white dress. **Is Rita's father as supportive as Papa?** No; he drags her away from the parade. **Key Ideas and Details**
- **Vocabulary** After Papa buys her a new white dress, Bessie thinks to herself, "If only it was that easy to win the election." **What is an election?** An election is the process of deciding something by voting. **What word in the last sentence on page 124 can help you figure out the meaning of *election*?** The word *vote* can help you figure out that an election is related to voting.
- **Vocabulary** On page 124, Mama and Bessie stand at the ferry launch. **A ferry launch is a place where large passenger boats leave and return. Why would a ferry launch be a good place to hold a sign?** A ferry launch would be a good place to hold a sign because many people would see it as they were boarding or exiting the ferry.
- **Why does Mama want to learn to ride a bike?** Aunt Susan said that a bicycle gives a woman freedom. Mama is trying to make herself feel better after they lose the election, and to improve her freedom to go places. Explain as needed that the story takes place before most people had cars. **What message might Mama be trying to send to Bessie?** She might be trying to tell her not to give up. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

FIGURATIVE LANGUAGE Be sure children understand some of the figurative language in the story. For example, on p. 122, Bessie says that she "stood frozen." Explain that Bessie was standing very, very still, as if she were frozen solid. You may want to demonstrate and then have children "stand frozen."

STRATEGIC SUPPORT

KEY IDEAS AND DETAILS Children will likely be familiar with voting for a president or other type of leader, but they may not know that we can also vote to make changes to laws. Explain that Bessie and Mama want the men to vote "yes" to a rule or law that will allow women to vote, too.

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Recognize elements of text structure.

Text-Based Vocabulary

- mount, p. 129
- balance, p. 129
- pedal, p. 129
- wobbling, p. 130



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Marching with Aunt Susan* in the *Text Collection*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 132 in their *Reader's and Writer's Journal*.

Point out that on pp. 129 and 130, the author uses strong verbs to describe Mama learning to ride a bicycle. *Bessie shows Mama how to mount, balance, and pedal the bicycle. I picture Mama getting on the bicycle, trying to keep it from leaning to one side or the other, and then pushing her feet in a circle to move the bicycle. On page 130, the author says Mama is wobbling up and down the street. She is probably a little shaky because she is just learning how to balance as she pedals.* Have children use these words in sentences of their own to deepen their understanding.

Text-Based Conversation

Use the **Paired Discussion Routine**. Remind children that in *Marching with Aunt Susan*, Bessie decides to march in the parade because women's suffrage, or the right to vote, is very important to her.

You may want to think aloud about text details that can help readers understand Bessie and Mama's strong feelings about women's suffrage. *On page 120, Bessie and Mama take part in a parade for women's suffrage. They sing new lyrics to "My Country, 'Tis of Thee" to inspire the crowd to help women gain the right to vote. Words like zeal, inspires, and justice to claim show how strongly they feel about the issue.*

In pairs, have children discuss an issue they feel strongly enough about to march in a parade. Have children give specific reasons why they feel strongly about the issue they chose. As children participate in collaborative conversations, remind them to listen to each other respectfully and with care.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share an opinion about the following question: *Do you think a parade is a good way to bring attention to an issue you care about? Why or why not?* (Possible response: I think a parade is a good way to bring attention to an issue because many people go to parades. When they see signs for a cause, they may learn about something that they didn't even know was a problem.)

Review with children that historical fiction is a made-up story that is set in the past. It is usually based on real people and events, but also includes some made-up characters and details.

CRAFT AND STRUCTURE Focus children's attention on how the author of *Marching with Aunt Susan* bases the story on real people and events. Have them begin filling in the Story Sequence B graphic organizer.

- Who are the main characters in this story? (Bessie; Aunt Susan) Was Aunt Susan a real person? How could you check? (Yes; Aunt Susan was a real person. You could look in an encyclopedia to see if Susan B. Anthony is mentioned.) Add these characters to the graphic organizer.
- Where and when does this story take place? (It takes place in San Francisco before women had the right to vote.) Add the setting to the graphic organizer.
- How does Bessie become interested in the women's suffrage movement? (She meets Susan B. Anthony and attends a rally.) Add this event to the graphic organizer.

Story Sequence B

Title	
Characters	Setting
Events 1. First	
2. Next	
3. Then	
4. Last	

Independent Reading Practice

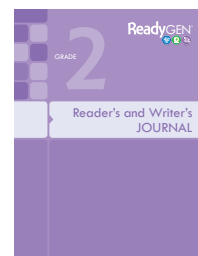
LANGUAGE ANALYSIS: QUESTIONS AND ANSWERS Have children work independently to reread pp. 120–124 of *Marching with Aunt Susan*. Have children add two events to their Story Sequence B graphic organizer.

WRITING IN RESPONSE TO READING Have children turn to p. 137 in their *Reader's and Writer's Journal* to read the prompt: *What is one part of the story that is probably made up and what is one part that is true?*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the writing is stronger due to the use of multiple sources.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVES

- Identify and describe story structure.
- Read with expression.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify text structure,
then...use the Language Analysis lesson in small groups to help them complete the Story Sequence B graphic organizer.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Reread pp. 120–124 of *Marching with Aunt Susan* in the *Text Collection*. Focus children’s attention on the story events that may have happened in real life. [Sunday afternoon before the vote, Rita, Mama, and Bessie marched in a parade. We can add this event to our Story Map.](#) Explain to children that marches like the one that Bessie participated in were common before the election of 1886. This march is probably based on real events, even though specific details, such as someone throwing an egg at Bessie, are probably made up. Explain that such a march would most likely have been described in the newspaper of the time, and that an author doing research could most likely find the newspaper article describing it. Guide children to list events on their Story Sequence B graphic organizers.

Oral Reading

EXPRESSION Explain that reading with expression means changing your voice to show the characters’ feelings. Tell children that word cues, such as *whispered* or *shouted*, can help them read with expression. They can also look for punctuation cues, such as question marks or exclamation points, to guide their reading. Have children follow along as you read aloud p. 126 of *Marching with Aunt Susan* in the *Text Collection*. Model reading with expression to capture Bessie’s brothers’ mocking tone and Bessie’s angry response.

Have children read the same passage aloud, focusing on reading with expression. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children can recognize text structure,
then...extend the Language Analysis lesson by having children list resources the author could have used to write realistically about the characters, settings, and events.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Review that historical fiction is a mix of real and made-up events. For authors to write believably about historical people, places, and events, they have to do research. Below the characters and events in their Story Sequence B graphic organizer, have children list resources the author could have used to research them.

- **What are some ways you could learn more about Susan B. Anthony?** (You could read a biography about her, read textbook or encyclopedia articles about her or read her letters or journals.)
- **How could you find out more about the events that took place before the election of 1886?** (You could read social studies textbooks, newspaper articles, or letters or journal entries from that time period.)
- **How could the illustrator find out what Susan B. Anthony looked like, in order to draw her realistically?** (The illustrator could look at photographs or portraits of her.)

Oral Reading

EXPRESSION Explain that reading with expression means changing your voice to show the characters' feelings. Tell children that word cues, such as *whispered* or *shouted*, can help them read with expression. They can also look for punctuation cues, such as question marks or exclamation points, to guide their reading. Have children follow along as you read aloud p. 126 of *Marching with Aunt Susan* in the *Text Collection*. Model reading with expression to capture Bessie's brothers' mocking tone and Bessie's angry response.

Have children read the same passage aloud, focusing on reading with expression. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

- Describe how authors express different points of view.
- Choose between adjectives and adverbs.
- Conduct research and write an opinion paragraph.

Writing

Opinion Writing

Describe How Authors Express Different Points of View

TEACH Explain to children that writers create characters that have different points of view about the same issues or events. The opinions and reactions characters have to events can help readers better understand the characters. Have children keep the following things in mind as they look for ways that writers express different points of view in the characters:

- What words does the writer use to help readers understand the character's point of view about an issue or event?
- How does the character's point of view help me understand the character better?

ANALYZE THE MODEL Through discussion, help children recognize how the writer expresses different points of view in characters.

"You're not strong enough," Enie said.
"It's not ladylike," Charlie added.

Bessie's brothers don't think of her as an equal. They don't think she can do the same things they can. Moreover, they don't think she should because it's not ladylike.

Now look at how the author describes Bessie's point of view.

"I can ride my bike faster than anyone on the block,"
I told my brothers. "Even you."

Bessie's words show that she thinks she is strong enough to do the same things as boys.

Explain to children that authors help readers understand characters' differing points of view by carefully choosing words to express their thoughts and opinions. Comparing different points of view can help us more fully understand story events and issues.

Conventions Adjectives and Adverbs

TEACH AND MODEL Review that adjectives modify nouns and adverbs modify verbs, adjectives, or other adverbs. For additional practice, have children refer to p. 138 in the *Reader's and Writer's Journal*.

Adjective: Bessie's **white** dress was ruined.

Adverb: The crowd cheered **loudly**.

Independent Writing Practice

WRITING Have children turn to p. 140 in the *Reader's and Writer's Journals*. Review with children that Susan B. Anthony was an important leader in the women's rights movement. Have children research Susan B. Anthony. Then, on a separate sheet of paper, have them write an opinion paragraph that tells their point of view about her. Have children:

- 1 use reliable reference sources to research Susan B. Anthony.
- 2 use facts to develop their opinion paragraphs about Susan B. Anthony.
- 3 write a concluding sentence.

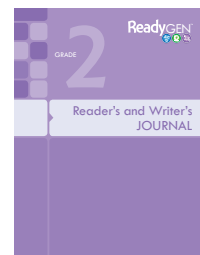
You may want to gather resources, such as social studies textbooks, biographies, and books of quotations for children to use in their research.

APPLY CONVENTIONS As children write, have them use adjectives and adverbs correctly in their paragraphs.

USE TECHNOLOGY If available, have children use online resources and digital encyclopedias to research Susan B. Anthony.

Writing Wrap-Up

Have children share their paragraphs with each other. Encourage classmates to share one thing they learned about Susan B. Anthony from the writer's paragraph.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES AND ADVERBS Guide children to distinguish between adjectives and adverbs. Read a list of words, such as *pretty*, *quickly*, *near*, *far*, and *delicious*. Have children clap once for adjectives and twice for adverbs.

STRATEGIC SUPPORT

ADJECTIVES Work with children to list adjectives that describe Susan B. Anthony, such as *determined*, *brave*, or *strong*. Have children choose a word and then have them write their opinion how she exemplifies that word.

LESSON 10

UNIT 3 • MODULE A

LESSON OBJECTIVE

Describe the connections between a series of historical events.

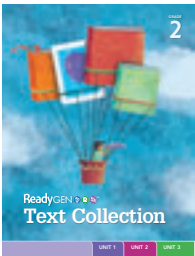
READING OBJECTIVES

- Ask and answer questions to demonstrate understanding.
- Use text evidence to answer questions in a close reading.

Read the Text

Build Understanding

INTRODUCE Review with children that *Marching with Aunt Susan* is historical fiction—it includes some real people and events and some made-up ones. Tell children that today they will learn how the author gathered information to write the story. Then have them focus on the following Enduring Understanding as you read the author’s notes: *Writers understand that incorporating multiple resources makes research-based writing stronger.*



First Read of the Lesson

EXPLORE THE TEXT Review the main events in *Marching with Aunt Susan*. Then have children look at pages 132–135 in the *Text Collection*. Discuss which text features indicate that this section of the text is informational, such as photographs, time lines, and articles. Explain to children that the purpose of this section of the text is to give background information about the characters and events in *Marching with Aunt Susan*. Then tell children the Essential Question to focus on today: *How do writers gather ideas from different sources?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.



READ ALOUD PAGES 132–135 Use the **Read Aloud Routine**. As you introduce this section of the text for the first time, read it aloud as children follow along. As children revisit the text throughout the lesson, they can read on their own as they are capable. In this first reading, children should focus on understanding the “gist” of the text, or the main ideas about Bessie, suffrage, and Susan B. Anthony. Have children use p. 131 in their *Reader's and Writer's Journal* to record their answers to one of the following questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details about Bessie and Susan B. Anthony. Use the following questions to lead the discussion.

- **What information did the author use to write about Bessie?** She went to a library and found boxes and cartons with articles and letters about Bessie and her family. She used these articles and letters as the basis for her story. **Key Ideas and Details**
- **Vocabulary** *Marching with Aunt Susan* is based on actual events in the 1896 campaign. **What is a campaign?** A campaign is a set of organized events or activities that are designed meet a goal. **What activities were part of Susan B. Anthony's campaign to help women gain the right to vote?** Teas, speeches, rallies, and parades were all part of the campaign to help women gain the right to vote.
- **Vocabulary** Aunt Mary was the first California woman to graduate from law school. **What does graduate mean?** Graduate means “to finish school and earn a diploma.” **What clues in the text help you understand what graduate means?** The words *law school* help me figure out that graduating has something to do with finishing school.
- **What details about Bessie's life did the author include in the story to make Bessie a more believable character?** The author included things that the real Bessie liked to do with her family, such as hiking. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PARAPHRASING Children may need additional support for the more complex text on pp. 132–135. After each section of text, pause to restate the main idea in simpler language. For example, restate the author's note as: *Bessie is based on a real girl. The author found letters and articles about her. The real Bessie liked to hike, too.*

STRATEGIC SUPPORT

MAKING CONNECTIONS Guide children to connect the time line to the events of the story. Have children point to the year 1896 on the time line. Explain that this year corresponds to the events in the story—Bessie and the other women in California fought for women to gain the right to vote, but they were defeated. Tell children that 1911 is when women were given the right to vote in California.

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Describe the connection between a series of events.

Text-Based Vocabulary

- avid, p. 132
- portrait, p. 132



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Marching with Aunt Susan* in the *Text Collection*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 132 in their *Reader's and Writer's Journal*.

Reread the author's note on p. 132 in the *Text Collection*. **The author says that Bessie grew up in a family of avid suffragists.** Explain that *avid* describes someone who is very eager or committed to something. Have children share things they are avid about. For example, they might be avid readers or avid sports fans.

Text-Based Conversation

Use the **Whole Group Discussion Routine**. Tell children that the author wanted to find a real girl to write about. Have children consider as a group why this was important to the story.

You may wish to think aloud about text details that can help readers understand why the author chose to write about a real girl. **On page 105, we learn that Bessie wants to go hiking with her brothers, but she can't because "strenuous exercise is not for girls." Sharing the experiences of a real girl helps us understand what it was like to grow up during a time when women and men did not have the same rights.**

As a whole group, discuss other reasons why the author chose to write about a real girl. Make sure children locate specific evidence in the text that support their ideas. As children participate in collaborative conversations, make sure they follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways and speaking one at a time about the topics and texts under discussion).

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share an opinion about whether they think the story would have been as successful with a made-up main character: **Do you think this story would have been as good if the main character was completely made up?** (Possible response: I don't think the story would have been as good, because it was interesting to read about the experiences of a real person.)

Review with children that writers use a variety of resources to make their research-based writing stronger. In her note, the author of *Marching with Aunt Susan* explains that the story events were based on the real events leading up to the 1896 election. Have children complete a Story Sequence B graphic organizer, focusing on how one historical event leads to another.

KEY IDEAS AND DETAILS Guide children to find text evidence to respond to each question.

- How does Bessie first meet Aunt Susan? (Her Aunt Mary introduces her at a suffrage tea.) Based on the author's note, how do we know that Bessie could have met Susan B. Anthony? (Bessie's Aunt Mary knew Susan B. Anthony, so it's possible she would have introduced her.) Let's add Bessie meeting Aunt Susan to the Story Sequence.
- The author's note says that before the election, suffragists met at picnics, schools, clubs, and other places. They folded letters. What does Bessie do in this story that is similar to those activities? (She attends a suffrage tea and works at the headquarters mailing letters.) Add these events to the Story Sequence.
- Why do you think the author of this story told about the events leading up to the election in sequence? (Telling about the events in sequence helps us understand how people's excitement and commitment grew as the election drew nearer.)

Story Sequence B	
Title	
Characters	Setting
Events 1. First	
2. Next	
3. Then	
4. Last	

Independent Reading Practice

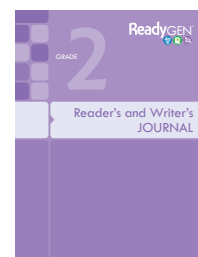
READING ANALYSIS: CONNECTIONS BETWEEN HISTORICAL

EVENTS Have children turn to p. 136 in their *Reader's and Writer's Journal* and work independently to write a few sentences about the next historical event that occurs after the election.

WRITING IN RESPONSE TO READING Have children turn to p. 137 in their *Reader's and Writer's Journal* to read the prompt: *Do you think the author did a good job of connecting Bessie's life with Susan B. Anthony? Why or why not?* Have children use the text to support their answers.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVES

- Describe the connection between historical events.
- Use text evidence to answer questions in a close reading.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to describe the connection between historical events,
then...use the Reading Analysis lesson in small groups to help them complete the Story Sequence B graphic organizer.

If...children need extra support to understand the story,
then...use the Close Rereading Workshop in small groups to provide scaffolded support for *Marching with Aunt Susan*.

Reading Analysis

Reread pp. 120–124. Focus children’s attention on the events leading up to the election. Help children record each event on their Story Sequence B graphic organizer. Then reread p. 126. Make sure children understand that women did not gain the right to vote in this election. Guide children to connect events in the story to actual events in the author’s notes.

Close Reading Workshop

Revisit page 130 of *Marching with Aunt Susan* Have children reread p. 130.

- 1** Why does Papa ask Bessie if she wants to go hiking next Saturday? (Papa wants to show Bessie that he believes that girls should be allowed to do the same things as boys.) **How does this detail relate to the real Bessie’s life?** (In real life, Bessie and her family were known for their hiking trips.)
- 2** How has Papa changed from the beginning of the story to the end? (At the beginning of the story, Papa doesn’t let Bessie go hiking because it is too strenuous. By the end, when he sees how hard Bessie has worked, he believes that girls should be allowed to do the same things as boys.)
- 3** Assign children partners. Have the pairs talk about whether they think Bessie is going to give up after the referendum doesn’t pass. Remind them to cite text evidence to support their response.

EXTENSIONS

MONITOR PROGRESS

If...children understand how historical events are connected, **then...**extend the Reading Analysis lesson by having children examine how the author based the story events on real events.

Reading Analysis

Explain that the author connects the story events to historical events by incorporating real historical details. Have children examine the events in their Story Sequence B graphic organizer and answer the following questions:

- **What historical detail does the author add to her description of the rally at the Golden Gate Auditorium?** (She adds a quote from Susan B. Anthony.) **What effect does the quotation create?** (It makes the rally seem like a real event that would have actually happened before the election.)
- **What song does Bessie sing at the parade?** (She sings new lyrics to “My Country, ‘Tis of Thee.”) **Based on the author’s note, why does she include this detail?** (She includes it because it was a song that was sung at the real marches and rallies before the election.)
- **Both Bessie and Aunt Mary were real people. Why do you think the author chose to focus on Bessie instead of Aunt Mary for this story?** (Possible response: She was writing a children’s story and wanted children to think about how the lack of rights affected everyone, even kids their own age.)

WRITING OBJECTIVES

- Explain why authors include notes and additional information.
- Choose between adjectives and adverbs.
- Write to explain connections between historical events.

Writing

Informative/Explanatory Writing

Connections Between Historical Events

TEACH Explain to children that authors of historical fiction stories often include notes and additional information at the end of the story to give readers background for the story and to deepen their understanding of the characters and events. Have children keep the following things in mind as they think about why authors include notes and additional information:

- How does the information help me better understand the story events?
- How does the information help me better understand the main characters?

ANALYZE THE MODEL Through discussion, help children recognize why authors include notes and additional information.

Bessie Keith Pond was a real girl who lived in Berkeley, California, in 1896.

As I was reading the story, I didn't know if Bessie was a completely made-up character. The author's note tells me that she was based on a real person.

The author's note also gives us background information about Susan B. Anthony.

For more than fifty years Susan B. Anthony led the fight for women's suffrage along with her friend Elizabeth Cady Stanton.

I knew from the story that Susan B. Anthony wanted women to have the right to vote, but the author's note tells me more about how long and hard she worked.

Explain to children that authors provide author's notes, time lines, and other additional information to give facts and background that readers might need to better understand the characters and events without interrupting the flow of the story. These features help readers make connections between historical events and events in a story.

Conventions Adjectives and Adverbs

TEACH AND MODEL Review that children should use adjectives to describe nouns and adverbs to describe verbs, adjectives, and other adverbs. For additional practice, have children refer to p. 138 in the *Reader's and Writer's Journal*.

Adjective: Bessie Keith Pond was a *real* girl.

Adverb: Susan B. Anthony worked *tirelessly* for women's rights.

Independent Writing Practice

WRITING Have children turn to p. 140 in the *Reader's and Writer's Journals* to review the writing activity. Have children describe the connection between an event or character in the story and something they read in the Author's Note. Have children:

- 1 explain the connection between characters or events and the note.
- 2 use facts from the note and the story to develop the connection.
- 3 conclude with a sentence that restates or sums up the connection.

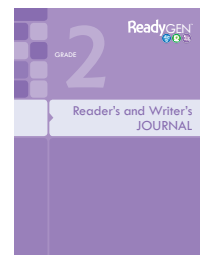
You may want to give an example of a connection, such as Bessie's interests in the story and the description of her interests in the Author's Note. Have children write on a separate sheet of paper.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them circle any adverbs and underline any adjectives that they used.

USE TECHNOLOGY If available, have children use a computer or electronic tablet to write their connection.

Writing Wrap-Up

Have volunteers share their writing. Encourage classmates to share how the connection described by the writer helped them better understand the story.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES AND ADVERBS Provide a set of noun word cards and verb word cards. Have children work in pairs to think of an adjective to modify each noun and an adverb to modify each verb.

STRATEGIC SUPPORT

MAKE CONNECTIONS Read the description of Bessie in the notes. Then reread the description of Bessie on page 105. Ask: How is Bessie in the story like the real Bessie? Help children write a few sentences to answer this question.

LESSON OBJECTIVE

Demonstrate understanding in different points of view.

READING OBJECTIVES

- Ask and answer questions to demonstrate understanding.
- Use text evidence to answer questions in a close reading.

Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread *Marching with Aunt Susan* and work through the lesson: *Writers understand that incorporating multiple resources makes research-based writing stronger.* Explain that rereading texts helps readers gain more information and deepen their comprehension of texts.

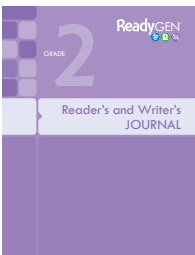
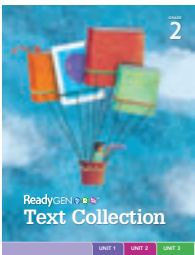
First Read of the Lesson

EXPLORE THE TEXT Have children look again at the story illustrations and use them to review and then retell the main story events in *Marching with Aunt Susan*. Then remind children about the Essential Question they have been working with: *How do writers gather ideas from different sources?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD MARCHING WITH AUNT SUSAN Use the **Read Aloud Routine**. Before reading all of the pages of *Marching with Aunt Susan* in the *Text Collection*, have children discuss how things would be different if people such as Bessie and Susan B. Anthony hadn't fought for change. Then read aloud as children follow along in their books. In this reading, children should focus on deepening their understanding of the events leading up to the election. Following the reading, discuss the questions below. Have children use p. 141 in their *Reader's and Writer's Journal* to record their answers to one of the following questions:

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details about the characters and events that they may have missed during earlier readings. Use the following questions to lead the discussion.

- **Vocabulary** Bessie helps Mama get ready for a suffrage tea. What might women talk about at a suffrage tea? How do you know? Women would probably talk about getting the right to vote at a *suffrage* tea, because *suffrage* means “the right to vote.” The text also says that Aunt Susan talked about the long fight for equal rights.
- What is the connection between women gaining the right to vote and children being able to go to school? Aunt Susan says that if women get the right to vote, they can work to pass laws that will help adults *and* children. **Key Ideas and Details**
- **Vocabulary** Women did not gain the right to vote in California in the 1896 election. What is an *election*? An election is the process of deciding something by voting.
- How can you tell that Papa cares about women’s rights, even though he doesn’t let Bessie go hiking at the beginning of the story? He knows that Mama is having the suffrage tea at their house. Later Bessie says that Mama gets to make lots of decisions in her family. He supports Bessie when she marches in the parade and even buys her a new dress when hers gets ruined. He tells Bessie that he’s sorry about the election. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

UNDERSTANDING PHRASES Be sure children understand some of the idiomatic language in the story. For example, Mama says that people called Aunt Susan names. Explain that “calling someone a name” is saying something mean or unkind about him or her. Point out that when Bessie calls Aunt Susan “a crabby old lady,” she is calling her a name.

STRATEGIC SUPPORT

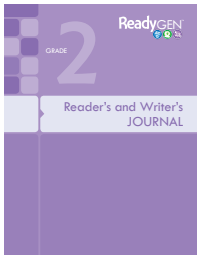
USING ILLUSTRATIONS As children reread the story, guide them to use the illustrations to help them better understand and visualize story events. For example, if they are unsure of what a suffrage tea is, they can use the illustrations on pp. 108–109 to help them visualize what one is like.

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Read closely.
- Discuss different points of view.

Text-Based Vocabulary

- rights, p. 106
- avid, p. 132



Focused Reading Instruction

Text-Based Vocabulary

Review key text-based vocabulary from *Marching with Aunt Susan*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Review the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 142 in their *Reader's and Writer's Journal*.

Remind children that on p. 106, Mama tells Bessie that Susan B. Anthony is someone who fought for women's rights. *What are rights? What is a right that Susan B. Anthony wanted women to have?* Review that rights are things you are allowed to do by law. Susan B. Anthony wanted women to have the right to vote.

Review with children that Bessie and Mama were avid suffragists. *What does avid mean?* *Avid* describes someone who is eager or committed to a cause. *What are some things Bessie does to show that she is avid about women getting the right to vote?* Bessie attends rallies and marches. She works at the headquarters and mails letters.

Text-Based Conversation

Use the **Small Group Discussion Routine**. Tell children that when they reread a story, they may notice details and learn things that they missed in earlier readings. You may wish to think aloud about something you noticed in this reading that you missed in an earlier reading. *When I reread page 114, I really paid attention to what the women were saying about how much power men had at the time. It made me realize what a difficult task the women must have had to convince men to give them the right to vote.*

In small groups, have children note things they learned in this reading that they missed on earlier days. Make sure they point out specific text evidence to show what they learned. As children participate in collaborative conversations, have them build on other's talk in conversations by linking their comments to the remarks of others.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their opinion to the question: *At the end of the story, Bessie asks Papa to march with her and Mama. Do you think Papa should go? Why or why not?* (Possible response: I think Papa should go because he says that he is sorry about the election, and he invites Bessie to go hiking. This shows that he supports her, so he will should march with her and Mama.)

Language Analysis Points of View

Explain that different characters have different points of view about issues. Have children think about the points of view of the characters so far. For example, Enie and Charles don't think Bessie is strong enough to go hiking, but Bessie thinks that she is. She points out that she can ride her bicycle faster than anyone on the block—even her brothers.

CRAFT AND STRUCTURE Have children consider how the author expresses the different points of view of the characters.

- When Bessie first sees Aunt Susan's picture, how does she feel about her? (She thinks she looks like a crabby old lady.) What is Mama's point of view? (She knows that Susan B. Anthony is someone who has worked hard for women's rights for fifty years.)
- How does Rita's father feel about Rita marching in the parade? (He doesn't approve, and drags her home.) How does Papa feel about Bessie marching? (He lets Bessie march in the parade and buys her a new dress when hers is ruined.)
- How does Bessie feel when she hears Aunt Susan speak at the rally? (She is excited and admires her powerful speaking.) Would Rita's father share Bessie's point of view? Why or why not? (No; he says that ladies shouldn't speak in public.)

Independent Reading Practice

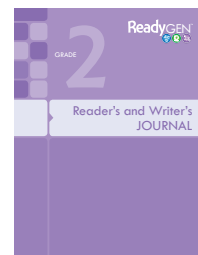
LANGUAGE ANALYSIS: POINTS OF VIEW Have children work independently to compare the points of view of two or more characters about another event in the story. Have children write about these characters' points of views on p. 143 in their *Reader's and Writer's Journal*.

WRITING IN RESPONSE TO READING Have children think about some of the differences in the way boys and girls are thought of in this story. Then have children turn to p. 145 in their *Reader's and Writer's Journal* to read the prompt: *How have some points of view about girls and boys not changed since the time period of this story?*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the writing is stronger due to the use of multiple sources.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVES

- Describe different points of view.
- Use text evidence to answer questions in a close reading.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to recognize the characters' different points of view, **then...**use the Reading Analysis lesson in small groups to help them complete the page in their *Reader's and Writer's Journal*.

If...children need extra support to understand the story, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for *Marching with Aunt Susan*.

Reading Analysis

Reread page 126 of the *Text Collection*, which describes the reactions Bessie and her brothers have to the election results. Focus children's attention on the differences between Enie and Charles's points of view and Bessie's point of view. Help children recognize that Charlie seems to be teasing Bessie about the election results, and Enie doesn't understand why the results matters so much. In contrast, Bessie is angry and thinks her brothers don't realize what a privilege it is to vote.

Close Reading Workshop

REVISIT MARCHING WITH AUNT SUSAN, PAGE 122 Have children turn to p. 122 and reread what happens at the parade.

- 1 **What point of view do the men express?** (They say that women belong in the kitchen and girls belong at home.) **How is this different from the marchers' points of view?** (The marchers believe that women should have equal rights.)
- 2 **How does Bessie feel when someone throws an egg at her?** (She is shocked and upset. She stands frozen, unable to continue marching. She is probably surprised by the angry reactions to a cause she feels so strongly about, especially because the crowd was cheering only moments before.)
- 3 Assign children partners. Have the pairs talk about what they would write on a sign if they were walking in the parade with Bessie. Remind them to think about the goal of the parade—to help women gain the right to vote.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to distinguish points of view,
then...extend the Reading Analysis lesson by having children analyze why the author presents different points of view in *Marching with Aunt Susan*.

Reading Analysis

Have children analyze the different points of view that are presented in *Marching with Aunt Susan* when Bessie learns the election results. Have children list the characters who are involved in the event and how their points of view are different.

- **What characters are involved when Bessie learns the election results?** (Enie, Charles, and Bessie) **What are the characters' points of view?** (Charles teases Bessie and almost seems excited about the result; Enie doesn't understand why Bessie is so upset; Bessie is angry about the results.)
- **Based on what you've read, with which character's point of view do you think the author agrees?** (Bessie's) **If the author agrees with Bessie's point of view, why might she also include Charles's and Enie's points of view in the story?** (By sharing their points of view, she helps us understand why women didn't get the right to vote in that election—not everyone agreed that women should have the right to vote, nor did they understand why it was important.)
- Have children work in pairs to rewrite the part of the story in which Bessie learns the election result from the point of view of either Enie or Charles. You might provide this model: **The day after the election, I raced home from school. I saw the headline, "Women Lose the Vote!" I ran to tell Bessie. Boy, was she ever going to be mad!**

WRITING OBJECTIVES

- Describe important people from history.
- Conduct research and write an informative paragraph.
- Expand simple and compound sentences with adjectives.

Writing

Informative/Explanatory Writing

Research Historical People

TEACH Point out that writers often tell about people who influenced the people they write about. When considering why writers include these people, have children think about:

- Who are some other real people besides the main people in the texts we read? Why were they important in history?
- What sources of information could we use to learn more about these people?

ANALYZE THE MODEL Through discussion, help children identify how other people influenced Teddy Roosevelt or Susan B. Anthony.

Reread this paragraph from page 3 in *Theodore Roosevelt, An Adventurous President*.

Teedie's father was Theodore Roosevelt Sr. He had strong ideas about how people should act. He believed that everyone should work hard. He also believed he had a duty to help others, including those who were less fortunate.

This text shows how Teedie's father shaped his son's thinking and influenced the man, and president, he would become.

Reread this paragraph from page 134 in *Marching with Aunt Susan*.

When Anthony was eighteen years old, she joined the abolitionist movement after hearing Lucretia Mott speak out against slavery. In 1851, she met Elizabeth Cady Stanton and became devoted to the cause of women's suffrage. Anthony believed that if women could vote they could help pass laws to end slavery and to improve working conditions and the lives of the poor.

These details give background about the fight for women's suffrage. These details also connect women's suffrage to the fight to end slavery.

Explain to children that the authors include details about these other people to show that they were important to Roosevelt and Anthony and how they influenced them. Tell children that over the next three days, they will research and write about one of these people. First, they will choose a person to do shared research with. Then, they will follow the writing process of drafting, revising, and editing.

Conventions Expand Sentences with Adjectives

TEACH AND MODEL Explain that adding adjectives can help writers expand their simple and compound sentences. For additional practice, have children refer to p. 148 in the *Reader's and Writer's Journal*.

The girl went to a tea.
The **excited** **young** girl went to a **suffrage** tea.

Independent Writing Practice

FORMATIVE ASSESSMENT Have children turn to p. 149 in the *Reader's and Writer's Journals* to review the writing activity. They should select someone from either text other than Roosevelt or Anthony, and research that person with others who chose the same person. Have children:

- 1 use reliable reference sources to research the person.
- 2 list their sources and take notes as they conduct research from one or more sources.
- 3 make a list of the facts they found, putting them in a logical order.

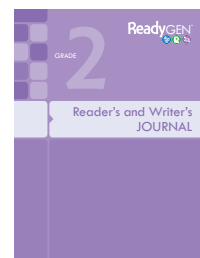
Make sure children understand that when they conduct research, they should not copy directly from the source, but should paraphrase, or put information into their own words.

APPLY CONVENTIONS As children take notes or paraphrase their research, have them expand a simple or compound sentence with adjectives.

USE TECHNOLOGY If available, have children use online sources and digital encyclopedias to research their chosen person.

Writing Wrap-Up

Have volunteers share their research with the class. Encourage them to tell two facts they found interesting.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES Provide sentence frames to help children expand sentences with adjectives. For example: *The ____ dog played with a ____ toy.* Have children work in pairs to complete the sentence frames. Invite volunteers to share.

STRATEGIC SUPPORT

PARAPHRASING Help children paraphrase facts. Have children point out a fact they would like to include in their paragraph and model replacing words with synonyms and changing the order of the words.

Connect people and events in history.

- Identify key ideas and details.
- Describe how words supply meaning in a story.

Read the Text

Build Understanding

INTRODUCE Tell children that they are going to be comparing several of the texts they have read in the module, including *Theodore Roosevelt: The Adventurous President*, “Lincoln,” and *Marching with Aunt Susan*. Have children focus on the following Enduring Understanding as you compare the texts and work through the lesson: *Writers understand that incorporating multiple resources makes research-based writing stronger.*

First Read of the Lesson

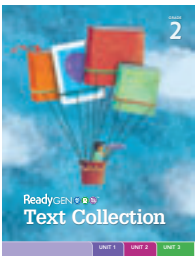
EXPLORE THE TEXTS Have children name the historical figures they have been reading about and discussing in recent lessons. Explain that today they will be returning to the texts to compare time periods and talk about important. Ask volunteers to review the genres of the three texts. Then have children focus on the Essential Question: *How do writers gather ideas from different sources?* Have them turn and talk with a partner about how the writers might have gathered information about the people and events in the texts.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ TOGETHER PAGE 134 OF *MARCHING WITH AUNT SUSAN*

Remind children that authors who write about real people use many different sources to find information. Read together the fifth paragraph on p. 109 and the first paragraph on p. 134 in the *Text Collection*. Briefly discuss sources the writer might have used to research Susan B. Anthony’s life, and how she used facts from Anthony’s life in the story. Following the reading, discuss the questions below. Have children use p. 141 in their *Reader’s and Writer’s Journal* to record their answers to one of the questions:

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details about connections between people and events in history. Use the following questions to lead the discussion.

- Read the last sentence of paragraph 2 on p. 134 of *Marching with Aunt Susan* in the *Text Collection*. **What are some things that were important to Susan B. Anthony?** (She wanted women to be able to vote, so they could pass laws to end slavery. She also wanted to improve working conditions and help poor people.) **Key Ideas and Details**
- Then read the last paragraph on p. 21 of *Theodore Roosevelt: The Adventurous President*. Also read paragraph 2 on p. 30. **What does the text show was important to Theodore Roosevelt, both before he was president and when he was president?** (He wanted people to get paid fairly for their work.) **Key Ideas and Details**
- **What do you think Susan B. Anthony might have felt about some of the changes Teddy Roosevelt made? Tell why.** (She would probably have approved of his changes, because they both wanted to help people by making better working conditions.) **Key Ideas and Details**
- **Vocabulary** In the first stanza of the poem “Lincoln,” the writer describes Lincoln as “earnest.” **What examples does the writer give to show that Lincoln was earnest?** (He walked a long way to get a book he wanted; he read long hours by the firelight.) **What words does the writer use to describe Lincoln in the last stanza?** (*Gentle, brave, strong of will*) **Which of these words could you use to describe Roosevelt and Anthony as well?** (*Earnest, brave, and strong of will* could be used to describe three people.)

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

EXPRESSIONS Teddy Roosevelt was known for using the expression *A Square Deal*. Explain that a “square deal” refers to something that is fair. Have children tell other English expressions they have learned that do not mean what they seem to mean. List these expressions and have children discuss or act out their literal meanings.

STRATEGIC SUPPORT

VOCABULARY Revisit the second and third paragraphs on p. 106 of *Marching with Aunt Susan* in the *Text Collection*. Help children distinguish between the meaning of *suffrage* (“the right to vote”) and *suffering* (“the act of experiencing something unpleasant”). Have them use both words in oral sentences.

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Connect people and events in history.
- Ask and answer questions about what a speaker says.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the texts. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 142 in their *Reader's and Writer's Journal*.

- On page 27 of *Theodore Roosevelt: The Adventurous President*, the author describes Teddy as “popular.” What details in the text help show why he might have been popular? He helped the workers get better pay and work shorter hours.
- On page 43, what does the speaker mean when he says that visiting Teddy's study helps people feel a connection? When you see Teddy's pictures and desk, you feel like you know him better. A connection is a kind of understanding.

Text-Based Vocabulary *Theodore Roosevelt:*

- popular, p. 27
- grateful, p. 42
- connection, p. 43



Text-Based Conversation

Use the **Whole Group Discussion Routine** to talk about what Susan B. Anthony might have thought about Theodore Roosevelt as president and some of the changes he was making in the country.

Provide a think-aloud model for children about connecting events in history: I know that many people believed Teddy Roosevelt tried to do what was right when he was president. For example, he tried to make laws that were fair for everyone. I think Susan B. Anthony would have liked this. She would definitely have liked it when Roosevelt ran for president on the Progressive Party ticket, because they supported women's right to vote.

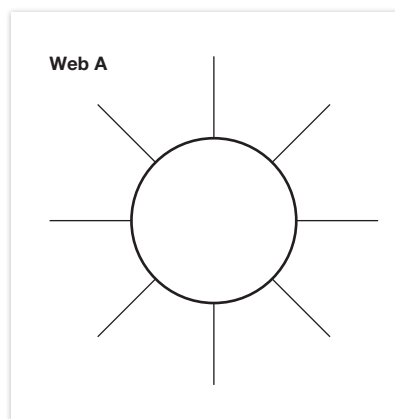
As a class, look for text or illustration details about other changes Roosevelt was making, and help children form opinions about how Anthony might have viewed the president. As children participate in collaborative conversations, have them ask and answer questions about what others say in order to clarify comprehension, gather additional information, or deepen understanding.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Review what it means to give an opinion. Have children share their opinions and cite text evidence that supports their opinions to this question: *What do you think President Roosevelt might have thought about Susan B. Anthony?* (Possible response: He probably admired her strength, determination, and passion to succeed.)

Reading Analysis Make Connections

Remind children that readers should make connections between people and events in history. Details can be recorded in the Web A graphic organizer.

KEY IDEAS AND DETAILS Have children revisit the texts to identify connections they can make. Point out that Susan B. Anthony, Abraham Lincoln, and Teddy Roosevelt were important people in the United States. Have children write their three last names in the circle on the graphic organizer and write “important people in the U.S.” on one of the spokes.

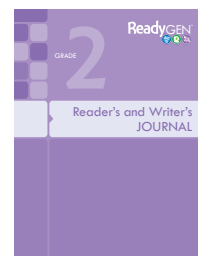


- Susan B. Anthony's motto was “Failure is impossible.” Would Teddy Roosevelt have agreed with this idea? Would Abraham Lincoln? Explain. (They would both agree. Roosevelt found ways to succeed against large companies, to build the Panama Canal, to end a war between Japan and Russia, and so on. Lincoln walked miles to get a book, saved the country during the Civil War, and helped free the slaves.) We can write Anthony's motto on one of the spokes and “did not give up” on another.
- How did Anthony, Roosevelt, and Lincoln work to make life better for other people? (Susan B. Anthony led the fight for women's rights. Teddy Roosevelt worked for the poor and to protect nature for people in the future. Lincoln helped free the slaves.) We can write this on a spoke: “Made life better for others.”

Independent Reading Practice

READING ANALYSIS: MAKE CONNECTIONS Have children work independently to add other connections they can make to the graphic organizer, such as “lived at about the same time,” “had a hard time as a child,” “suffered for their causes,” “worked to change laws.”

WRITING IN RESPONSE TO READING Have children turn to p. 145 in their *Reader's and Writer's Journal* to read the prompt: *Which do you think is the best way to tell about a person's life: an informational text, a story, or a poem? Why?* Have children write their responses to the prompt on a separate sheet of paper.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Connect people and events in history.
- Identify key ideas and details.
- Read with expression.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to make connections between historical people and events,
then...use the Reading Analysis lesson in small groups to help them work through the Web A graphic organizer.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Revisit the text on p. 7 in *Theodore Roosevelt: The Adventurous President*, p. 105 of *Marching with Aunt Susan* in the *Text Collection*, and pp. 166–167 in the *Text Collection* “Lincoln” to help children make connections about the difficulties the three people faced growing up in the 1800s. Details about their childhoods can be added to the Web A graphic organizer.

Oral Reading

EXPRESSION Tell children that when readers read with expression, they change their voices to show feeling. Remind children to pay attention to punctuation marks and to think about the character’s feelings as they read dialogue. Have children follow along as you read with expression p. 129 of *Marching with Aunt Susan* in the *Text Collection*.

Have children read aloud the same passage with expression. Monitor progress and provide feedback. For optimal fluency, children should read the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to make connections between historical people and events,
then...extend the Reading Analysis lesson by having children focus on additional connections they can make among the texts.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Have children look through *Marching with Aunt Susan*, *Theodore Roosevelt: The Adventurous President*, and the poem “Lincoln.” Have them use details from the texts and illustrations to answer the following questions:

- **What did you know about these people or events in history before our first reading? How can you that you can connect to these texts?** (Possible response: I knew that Lincoln worked to free the slaves. I knew Teddy bears were named after Teddy Roosevelt.) **What did you learn about these people or events in history that you can connect across these texts?** (Possible response: I found out that, like Lincoln, Susan B. Anthony worked to free the slaves.)
- **You read about two people who were president. What connections can you make from the readings about why they were good leaders?** (Possible response: Both Lincoln and Roosevelt worked hard to improve the country and to help the poor. The president needs to work hard.)

Oral Reading

EXPRESSION Tell children that when readers read with expression, they change their voices to show feeling. Remind children to pay attention to punctuation marks and to think about the character’s feelings as they read dialogue. Have children follow along as you read with expression p. 129 of *Marching with Aunt Susan* in the *Text Collection*.

Have children read aloud the same passage with expression. Monitor progress and provide feedback. For optimal fluency, children should read the passage three to four times.

WRITING OBJECTIVES

- Connect people and events in history.
- Research historic people on the internet.
- Expand sentences with adverbs.

Writing

Informative/Explanatory Writing

Conduct Research

TEACH Remind children that the authors of the three texts they have been discussing all needed to do research before writing, especially about factual information. Have children examine the time lines at the end of two of the texts.

- **What happened in Susan B. Anthony's life in 1872?** She was arrested for trying to vote. **What happened in 1890, according to the time line?** Wyoming was the first state to grant women the right to vote.
- **The time line does not show what happened in Teddy Roosevelt's life during these events. We need to look at other sources to find out.**

ANALYZE THE MODEL Through discussion, help children identify examples of facts and details that writers researched.

On page 10 in *Theodore Roosevelt: The Adventurous President*, the author lists an important event in Teddy Roosevelt's life around the same time as one important events in Anthony's life.

Teddy entered Harvard University in 1876.

Point out that readers can figure out that Roosevelt was most likely in high school when Anthony was arrested in 1872.

Then have children read page 21 to learn about what Roosevelt was doing in 1890.

Roosevelt was police commissioner in New York City.

The text does not give the date when Roosevelt was police commissioner, but a writer could research this fact in another source, such as an encyclopedia.

Explain to children some of the sources in the classroom and school library that they can use to research people, such as encyclopedias, biographies, online sources, and so on.

Conventions Expand Sentences with Adverbs

TEACH AND MODEL Review that an adverb shows *where*, *when*, or *how*. Many adverbs end in *-ly*. For additional practice, have children refer to p. 148 in the *Reader's and Writer's Journal*.

Finally I showed her what to do—how to mount the bicycle, balance, pedal, and drag her feet to stop.

Independent Writing Practice

WRITING Have children turn to p. 150 in the *Reader's and Writer's Journal* to review the writing activity. Have them use the Internet to finish researching the person they chose yesterday and organize their notes. On a separate sheet of paper, have children:

- 1 write a first draft of one or two paragraphs about the chosen person.
- 2 use facts and details from their research.
- 3 use adverbs in their writing.

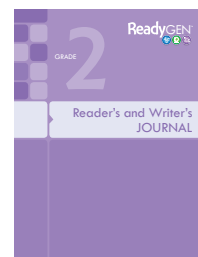
Remind children to return to the text *Theodore Roosevelt: The Adventurous President* and *Marching with Aunt Susan* for examples of good writing.

APPLY CONVENTIONS After children complete the Independent Writing Practice, have them circle any adverbs they use in their writing.

USE TECHNOLOGY If available, have children use the Internet or other electronic reference sources for their research.

Writing Wrap-Up

Have volunteers share their writing with the class. Encourage others to make positive comments and give constructive criticism.



Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADVERBS Help children understand adverbs by performing simple actions. Write a simple sentence with a subject, verb, and adverb to describe each action, such as *Julio walks slowly*. Have children read the sentences and circle the adverbs.

STRATEGIC SUPPORT

ADVERBS Have children make an adverb chart. Prepare an adverb chart with headings *where*, *when*, and *how*. Begin by brainstorming a list of several adverbs. Guide children in writing the adverbs under the correct heading on the chart.

LESSON OBJECTIVE

Identify author's purpose in describing important people from history.

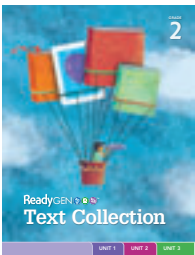
READING OBJECTIVES

- Identify key ideas and details.
- Use text evidence to answer questions during a close reading.

Read the Text

Build Understanding

INTRODUCE Tell children that you will be describing and comparing the people they read about in *Theodore Roosevelt: The Adventurous President*, “Lincoln,” and *Marching with Aunt Susan*. Then have them focus on the following Enduring Understanding as you discuss the comparisons: *Learners understand that researchers build ideas from multiple texts.*



First Read of the Lesson

EXPLORE THE TEXT Discuss the Essential Question: *How do writers gather ideas from different sources?* Talk about ways in which the writers included in their writing facts and ideas about real people that young readers can connect to. Talk about how the writers showed that Abraham Lincoln, Theodore Roosevelt, and Susan B. Anthony were strong leaders who all believed in and worked for change.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD THEODORE ROOSEVELT: THE ADVENTUROUS PRESIDENT, “LINCOLN,” AND MARCHING WITH AUNT SUSAN Use the **Read Aloud Routine**. Read aloud pages that give examples of the kinds of change these individuals tried to bring about, and how they worked for change. Revisit the second paragraph on p. 109 of *Marching with Aunt Susan* in the *Text Collection* and the last paragraph that begins on p. 11 and continues to p. 12 of *Theodore Roosevelt: The Adventurous President*. Following the reading, discuss the questions below. Have children use p. 141 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they compare and contrast the historical figures they read about. Use the following questions to lead the discussion.

- **The poet describes Lincoln as a young man. What details help you understand his character?** He was quiet, earnest, and awkward. You can tell Lincoln was hardworking because he would walk a long way just to get a book to read. The poet also describes him as “gentle, brave, and strong of will.” **When might it be good to be strong-willed? When might it not be so good?** It might be good if you had a goal that you thought was important and were willing to work hard for. It might not be good if you were stubborn and didn’t get along with other people. **Key Ideas and Details**
- **Vocabulary** On p. 126 of *Marching with Aunt Susan*, Bessie says, “The day after the election, my brothers raced me home from school.” **What is an election?** An election is the process people use to vote for someone to hold a special job, such as president, or to vote to change a law, such as allowing women to vote.
- **Vocabulary** On pp. 26–27, the text says that Teddy Roosevelt was elected governor of New York State in 1898. **What is a governor’s job?** A governor is the person who is the elected leader of a state government.
- **Why were elections important to the people in all three of these texts?** Roosevelt had to succeed at several elections to become governor of New York and president of the United States. Lincoln had to succeed at several elections to be elected president of the United States twice. Anthony tried to change the laws for women through elections in many states.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Use details on p. 2 of *Theodore Roosevelt: The Adventurous President* to help children understand Teddy Roosevelt’s character. On cards, write the present-tense forms of action verbs that describe activities Teddy enjoyed, such as *jump*, *swim*, *box*, *wrestle*, *hike*, *ride horses*. Have children take turns picking a card and acting out the verb.

STRATEGIC SUPPORT

VOCABULARY To help children understand elections, hold a class election for some small class positions, such as class librarian, class computer manager, and so on. Have children run for the positions, explaining why they would be good at each class job. Then have the class vote, using paper ballots. Have two objective children count the votes.

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Describe and compare important people from history.
- Identify author's purpose.

Focused Reading Instruction

Text-Based Vocabulary

Review key text-based vocabulary from *Theodore Roosevelt: The Adventurous President*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 142 in their *Reader's and Writer's Journal*.

Text-Based Vocabulary

- unusual, p. 2
- energy, p. 2
- honor, p. 11

Talk about the use of traits to describe people in history. On p. 2 of *Theodore Roosevelt: The Adventurous President*, the author says that Teddy Roosevelt was unusual. From what we have read throughout the book, what made Teddy unusual? (Possible responses: He didn't always act like a president. He had lots of energy and liked to keep very busy.) Reread paragraphs 2 and 3 on p. 2. How can we tell that Teddy Roosevelt had lots of energy? (He always liked to be busy. He played many sports.)

Text-Based Conversation

Use the **Small Group Discussion Routine**. Remind children that writers read or consult many different sources before they write. Provide a think-aloud model about how writers collect information and use it to come up with a new idea or a new way to explain what people in history were like. The author of *Marching with Aunt Susan* says that she used several sources to write the story. She used journals that Bessie wrote. She also read articles, like the one that told about Bessie's family going hiking. The facts and details from these sources helped her imagine what Bessie's life was like. She also used information from other sources to include details about where Susan B. Anthony went, what she said, and what she did.

In small groups, have children look through *Theodore Roosevelt: The Adventurous President* to find text examples of information and ideas the writer likely gathered from different sources. As children participate in collaborative conversations, have them follow rules for discussion, such as listening to each other carefully and speaking one at a time.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their thoughts or opinions about the Essential Question: *How do writers gather ideas from different sources?* (Possible responses: They find books in the library, check an encyclopedia, search online, and interview people.)



Tell children that authors have different purposes for writing a text, such as to answer questions, to explain events, to tell a story, or to describe. Point out that authors may have more than one purpose for writing.

CRAFT AND STRUCTURE Have children revisit *Theodore Roosevelt: The Adventurous President*, “Lincoln,” and *Marching with Aunt Susan* as you explore author’s purpose. Begin a Three-Column chart to record details about each author’s purpose. Write the text titles as column headings.

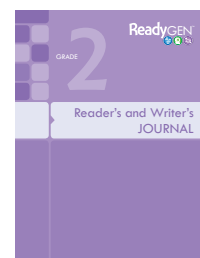
Three-Column Chart

- All three texts tell about a real person who was important in U.S. history. The authors all give details about a person’s actions, words, or thoughts. In one part of the chart, we can write what we learned about Lincoln. We can use those ideas to determine the author’s purpose. To describe what made Lincoln a special boy.
- Sometimes the title of a text gives clues about the author’s purpose. What is the title of the book we read about Teddy Roosevelt? What clue word tells what the author wanted us to know about Teddy? He was adventurous. We can add this idea to our author’s purpose chart.
- *Marching with Aunt Susan* is historical fiction about real people and events. It includes a time line and facts. Think about the author’s purpose for this text. She wanted to tell about Susan B. Anthony in a way that was engaging for children.

Independent Reading Practice

LANGUAGE ANALYSIS: AUTHOR’S PURPOSE Have children turn to p. 144 in their *Reader’s and Writer’s Journal*. Have them work independently to review the Three-Column Chart and write sentences that sum up in their own words each author’s main purpose for writing these texts.

WRITING IN RESPONSE TO READING Have children turn to p. 145 in their *Reader’s and Writer’s Journal* to read the prompt: *Which of these texts had the strongest purpose? Why do you think so?*



Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVE

- Identify author's purposes.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify author's purpose, **then...**use the Language Analysis lesson in small groups to help them complete the Three-Column chart for the texts.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

Language Analysis

Revisit pp. 133–135 in *Marching with Aunt Susan* in the *Text Collection*. Talk about what readers can learn from these pages. Point out that most of the story uses illustrations. Pages 133–135 include a time line, some fact boxes, and photographs. Guide children to identify the author's purposes in the two parts of the book and record them on the chart.

Close Reading Workshop

SLEUTH WORK Have children read “A Few Good Words” on pp. 26–27 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

LOOK FOR CLUES Tell children that biographies use facts and details about real people to give information about the person's life. Have children find facts and details in the text that tell about one of the Presidents. (Possible response: Thomas Jefferson: third President of the United States; once said, “I’m a great believer in luck;” had many skills and helped found our country; born in 1743 in Virginia; was an architect, musician, and scientist; wrote the Declaration of Independence)

ASK QUESTIONS To prompt children's thinking, have them consider something special that each president did or what life might have been like long ago. Have them write one question they would ask each president.



MAKE YOUR CASE To guide children, have them consider where the presidents lived, what they said, and special things they did. Then have them write two similarities and two differences. (Possible responses: Similarities: Lincoln and Reagan both lived in Illinois. Jefferson and Lincoln both believed in luck. Differences: Jefferson was an architect and a scientist; Reagan was an actor. Jefferson helped found our country; Reagan made peace with other countries.) Remind children to use evidence from the text that supports their answers.

PROVE IT Have children choose one of the quotes from the presidents and write what they like about that quote. Have children explain how they might apply that quote in their own lives.

After children discuss the Sleuth steps, direct them to pp. 146–147 of their *Reader's and Writer's Journal* to further explore “A Few Good Words.”

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify author's purpose,
then...extend the activity by discussing the author's purpose for writing “A Few Good Words.”

Close Reading Workshop

As children read “A Few Good Words,” have them compare one of the presidents in the Sleuth text with Teddy Roosevelt or Susan B. Anthony.

- **How were Abraham Lincoln and Susan B. Anthony similar?** (They both worked to end slavery.)
- **Ronald Reagan said, “There is no limit to what a man can do if he doesn't mind who gets the credit.” What would Teddy Roosevelt probably have thought about that statement? Support your idea.** (He probably would have agreed with it. Children might cite Roosevelt's quote on p. 1 as evidence.)

WRITING OBJECTIVES

- Revise and edit a first draft.
- Use adjectives and adverbs.

Writing

Informative/Explanatory Writing

Revising and Editing

TEACH Discuss with children the five steps in the process of informative/explanatory writing: researching, drafting, revising, editing, and publishing. Remind them that they have been researching a person from the two main texts they read in the unit: *Theodore Roosevelt: An Adventurous President* and *Marching with Aunt Susan*. Have children take out the first draft they wrote in the previous lesson. If needed, give children time to complete their first draft. Explain that the next two steps in the writing process are revising and editing.

- Revising is the time informative writers take to strengthen their writing by making sure their facts are well organized and their paragraphs are well written.
- Editing is when writers read their revised drafts to look for mistakes such as spelling, punctuation, and capitalization mistakes.

A CLOSER LOOK Explain that the first thing writers do when revising is to read their drafts. Point out that reading writing a day or so later allows writers to see it with fresh eyes. Tell children to read their first draft to look for ideas and events that are not clear. Tell them also to check that their paragraphs include a topic sentence, two or more sentences with supporting details, and a concluding sentence that wraps up the paragraph.

Have partners exchange their writing and read each other's drafts. Encourage children to point out one good thing in their partner's draft and one thing that is confusing or could be clearer. Have children revise their writing based on their partner's comments and their own reading of the draft. Encourage them to expand their sentences with adjectives and adverbs.

Give children sufficient time to revise before introducing the next step: editing. Explain that writers read their writing several times when editing it. Each time they read they focus on one aspect, such as spelling. By focusing on just one aspect, writers are more likely to find their mistakes and fix them. Discuss how children can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Have children edit once for spelling, once for punctuation, and once for capitalization.

Conventions Expand Sentences with Adjectives and Adverbs

TEACH AND MODEL Remind children that they can add adjectives and adverbs to expand sentences. For additional practice, have children refer to p. 147 in the *Reader's and Writer's Journal*.

Afterward a girl walked up. "Me and my sister did some *extra* sewing to help the campaign."

Independent Writing Practice

WRITING Have children turn to p. 150 in their *Reader's and Writer's Journals* to review the writing activity. They should revise and edit the first draft they wrote previously. Have them:

- 1 revise their draft to make sure it contains the facts and details from the results of their research.
- 2 make sure each paragraph includes a topic sentence, supporting details, and a concluding sentence.
- 3 expand sentences with adjectives and adverbs.

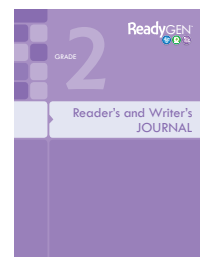
Have children revise and edit their draft on a separate sheet of paper.

APPLY CONVENTIONS Have children circle any adjectives or adverbs they used to expand simple or compound sentences in their writing.

USE TECHNOLOGY If possible, have children use online reference sources to check their spelling.

Writing Wrap-Up

Have volunteers share revisions with the class.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES AND ADVERBS Together make a chart of several adverbs and adjectives that children might use to expand simple sentences in their writing. Guide children to include an appropriate word from the chart in several of their sentences in their writing.

STRATEGIC SUPPORT

ADJECTIVES AND ADVERBS Make a poster to review the functions of adjectives and adverbs. Provide simple sentences for children to expand with adjectives or adverbs. Remind them that to show *how many*, *what kind*, etc., they should use an adjective. To show *where*, *when*, or *how*, they should use an adverb.



LESSON OBJECTIVE

- Research and write an informative text about an historical person.

Performance-Based Assessment

Task

Biographical Sketches

In this unit, children have read texts about people who have made significant contributions to the United States. Children will refer back to the text *Theodore Roosevelt: The Adventurous President* as they research another person from history who has been a big idea thinker and who has made great contributions to our country. Children will keep the following quote from *Theodore Roosevelt: The Adventurous President* in mind: “Teddy wanted the U.S. to be a world leader. He wanted it to set big, important goals. Then he wanted the country to march towards its goals, no matter what.”

Children will research another important person in American history. The research will focus on his/her everyday life, how this person was an innovator and creator of ideas, and what the contributions were that he/she made to our country. Children will research his/her lifestyle and find out how the contributions have impacted the American way of life, both past and present.

Children will:

- conduct shared research with a small group.
- each think of 3 questions and 3 answers to research.
- write three paragraphs that state their questions and answers.
- use appropriate question words, such as *What*, *When*, *Why*.
- present as a group a biographical sketch in the form of a Q/A with each child being responsible for presenting 3 questions and answers.

Consider videotaping group presentations for children to watch again at a later time.

See p. 118 for a reproducible page to distribute to children.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers get information from text features and use text features to locate information?* and *How do writers gather ideas from different sources?*

REVISIT THE TEXT Remind children that in *Theodore Roosevelt: The Adventurous President* the author included many different text features that allowed readers to access different kinds of information. The “Presidential Firsts” sidebar provided readers with interesting facts, photos gave readers a visual understanding of Teddy, and a time line pointed out key events in his life. In *Marching with Aunt Susan*, readers used the characters and plot to understand the real life story of Susan B. Anthony. The author gathered additional information for readers and shared that information in the Author’s Note at the end of the story.

“Once he set a goal, he wouldn’t let anything stand in his way.”

— *Theodore Roosevelt: The Adventurous President*, p. 2

“The votes of all the people, including women with men, will surely bring about the wisest and best government the world has ever seen.”

— *Marching with Aunt Susan*, p. 111



Remind children that there are many historical people who have made great contributions to the United States, as seen in the texts *Theodore Roosevelt: The Adventurous President* and *Marching with Aunt Susan*. By setting goals and working hard, both Theodore Roosevelt and Susan B. Anthony made contributions to our country that have had a lasting impact.

- Have children consider other historical figures that have made lasting contributions to our country.
- Have them decide on three questions they would like to research about an important figure.
- Have them use reliable sources to research their questions about this person.
- Have them find and write answers to their questions about this person.

Set-Up

ORGANIZATION

Divide children into small research groups. Have them brainstorm historical people that they may want to research. Remind children to think about someone who has been a big thinker and who has made a lasting contribution to the country. Provide a K-W-L graphic organizer for them to make notes in while they are brainstorming as a group. This can guide children as they research their questions and find answers.

MATERIALS

- text: *Theodore Roosevelt: The Adventurous President*
- text: *Marching with Aunt Susan* in the *Text Collection*
- K-W-L graphic organizer
- pencils
- paper for informative writing

BEST PRACTICES

- Provide clear expectations for the children meeting in groups.
- Organize the small groups so that children all have a voice in their groups.
- Meet briefly with children to talk about their plans for researching.

Scaffolded Support

In order for all children to access the Assessment, additional supports can be provided as necessary.

Checklist: Provide a checklist that details expectations for this project. It can give points for each section so children are clear about what to do and what is being assessed.

Researching Tasks: Historical figures could be assigned to children if they struggle to choose someone. Research books on those chosen individuals could be provided.

Writing Tasks: Writing tasks can be previewed and broken down into smaller steps.

Editing Tasks: After children complete a draft of their informative questions and answers, have them revise three times: once to add details from research; once for spelling; and once for punctuation.

Graphic Organizers: Children can use the K-W-L graphic organizer to record what they know about the historical figure, what they want to know (their questions), and what they have learned through their research (their answers).

K-W-L Chart

Topic _____

What We K now	What We W ant to Know	What We L earned

Performance-Based Assessment

Grade 2 • Unit 3 • Module A

Task

Biographical Sketches

In this unit, you have read about people who have made important contributions to the United States. Look back at *Theodore Roosevelt: The Adventurous President* as you research another person who has been a big idea thinker and who has made great contributions to our country. Keep the following quote from the book in mind: “Teddy wanted the U.S. to be a world leader. He wanted it to set big, important goals. Then he wanted the country to march towards its goals, no matter what.”

Research another important person in American history. Focus your research on his/her everyday life, how this person was a big idea thinker, and what his/her contributions were to our country.

You will:

- conduct shared research with a small group.
- think of 3 questions and 3 answers to research.
- use appropriate question words, such as *Who*, *What*, *When*, *Why*.
- write three paragraphs that state your questions and answers.

After you write your questions and answers, your group will present a biographical sketch of your chosen person. You will be responsible for presenting your 3 questions and answers.

Writing Rubric

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Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Questions are clearly stated; answers are clearly written and fully answer the posed questions.	Questions are clearly separated from the answers to those questions.	Questions are thought-provoking; answers fully explain the research.	Questions always begin with appropriate question words, such as <i>Who</i> , <i>What</i> , <i>When</i> , <i>Why</i> .	Questions and answers include correct grammar, usage, capitalization, and spelling.
3	Questions are stated; answers are written and answer in some detail the posed questions.	Questions are introduced first although not clearly separated from the answers to those questions.	Questions are straightforward; answers explain some of the research.	Two of the three questions begin with appropriate question words, such as <i>Who</i> , <i>What</i> , <i>When</i> , <i>Why</i> .	Questions and answers include mostly correct grammar, usage, capitalization, and spelling.
2	Questions are stated; answers provide little connection to the posed questions.	Questions and answers flow together with no real separation.	Questions require only short phrases or Yes/No for answers; answers seldom touch on research.	One of the three questions begin with appropriate question words, such as <i>Who</i> , <i>What</i> , <i>When</i> , <i>Why</i> .	Questions and answers include some errors in grammar, usage, capitalization, and spelling.
1	Only questions or answers are given, but not both.	The question-and-answer format is not evident.	Questions require only short phrases or Yes/No for answers; answers do not share research.	Questions do not begin with appropriate question words, such as <i>Who</i> , <i>What</i> , <i>When</i> , <i>Why</i> .	There are frequent errors in grammar, usage, capitalization, and spelling.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> no response is given child's response is unintelligible, illegible, or completely off topic 				

Presentation

Classroom Presentation: Biographical Sketches

After children write their questions and answers, have each group present a biographical sketch of the person they researched. Each child will be responsible for presenting his/her three questions and answers.

Children will make a clean copy of their questions and answers so as to be able to share their questions and answers with their group for the presentation.

- Have children write or type (if available) their questions and answers.
- Have them find photos from the Internet or books that they can show as they present.
- Have children practice their presentations in their small groups before presenting to the whole class.
- If possible, videotape the presentations.
- Put the videotaped presentations on a DVD for children to view at a later time or to take home and share with their families.

Reflect and Respond

LOOKING AHEAD For children who received a low score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

If...children struggle to develop thought-provoking questions,
then...remember that providing them with examples of closed questions and open-ended questions will help them to develop questions that require more thought to answer.

If...children need extra support using appropriate question words, such as *Who, What, When, Why*,
then...remember that playing a game like 20 Questions can give children practice in the appropriate format of a question.

If...children struggle with paraphrasing research appropriately in their answers,
then...remember that providing them with opportunities to paraphrase sources or even each other in conversations will help them transfer this to paraphrasing research in their written answers.

If...children struggle presenting in front of a group,
then...remember that providing them opportunities to present to partners will help them feel more comfortable in front of others.

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Administering the Assessment

The End-of-Unit Assessment consists of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of the test, there is also an Extended Response writing prompt that requires children to draw on information from both passages. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response• Extended Response	
TWO SESSIONS Option 2	<ul style="list-style-type: none">• First passage, questions, Constructed Response• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response	
THREE SESSIONS	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response

DURATION The time required for each part of the assessment will vary depending on how long it takes children to read the passages, answer the questions, and write their responses. Some variation may also depend on children’s previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. If children will be completing the Extended Response, make sure that they have access to blank paper. Tell children that they will be taking a test in which they will read passages, answer questions, and complete some short writing activities. If you choose to have children complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that, with the exception of the Extended Response, they must circle their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

Administering the Assessment

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require children to answer a question about the passages, while Part B questions typically ask children to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided at the end of this section. Each question is worth 2 points. Children earn 1 point for each part answered correctly.

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires children to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided at the end of this section. Use the 2-point rubrics, which are also provided at the end of this section, to evaluate children's responses to these prompts. Although the criteria provided in the rubrics describe the majority of children's responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires children to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided at the end of this section to evaluate children's responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Also, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If children struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

Scoring Information

“Abraham Lincoln”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. c
- 1. Part B. b
- 2. Part A. b
- 2. Part B. d
- 3. Part A. a
- 3. Part B. c

Vocabulary

- 1. Part A. d
- 1. Part B. b
- 2. Part A. c
- 2. Part B. b
- 3. Part A. b
- 3. Part B. d

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: The picture shows what Lincoln looked like. The caption tells when he was President and when he died. The paragraphs do not give the same information. The paragraphs give lots of information about Lincoln’s life, but they do not tell what he looked like or when he died.

2-Point Rubric

2	Response correctly identifies the information provided by the image of Lincoln and the caption. Response states that the information provided by the passage is not the same and accurately explains how the information differs using details gathered from the text.
1	Response correctly identifies the information provided by either the image of Lincoln or the caption. Response states that the information provided by the passage is not the same and explains how the information differs using at least one detail gathered from the text.
0	Response does not identify the information provided by the image of Lincoln and the caption or identifies it incorrectly. Response does not state that the information provided by the passage is not the same and does not explain how the information differs.

“Face to Face”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. c
1. Part B. b

2. Part A. b
2. Part B. d

3. Part A. b
3. Part B. d

Vocabulary

1. Part A. a
1. Part B. b

2. Part A. c
2. Part B. d

3. Part A. a
3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: The faces of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are carved on Mount Rushmore. Washington was the first President and helped our country get started. Jefferson added a lot of land to the country and sent explorers to map it. Lincoln worked to keep the country together during the Civil War. Roosevelt set up national parks for people to enjoy.

2-Point Rubric

2	Response correctly identifies all four Presidents carved on Mount Rushmore. Response accurately explains the accomplishments of all four Presidents using facts and details from the text.
1	Response correctly identifies at least one President carved on Mount Rushmore. Response explains the accomplishments of at least one President using facts and details from the text.
0	Response does not identify the Presidents carved on Mount Rushmore. Response does not explain the accomplishments of the Presidents.

Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses text-based facts to explain information that is the same and different in the passages.	Information is organized into two paragraphs, same and different; conclusion explains in detail why both passages discuss Lincoln.	Response introduces the topic and provides detailed explanations of the information that is the same and different in the passages.	Ideas are clearly connected; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses at least one text-based fact to explain information that is the same and different in the passages.	Information is organized into two paragraphs, same and different; conclusion explains why at least one passage discusses Lincoln.	Response does not introduce the topic but does provide detailed explanations of the information that is the same and different in the passages.	Ideas are connected; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use text-based facts to explain information that is the same and different in the passages.	Information is organized into paragraphs; conclusion states that the passages discuss Lincoln but does not explain why.	Response does not introduce the topic but does explain information that is the same and different in the passages.	Ideas are connected; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Information is not organized into paragraphs; conclusion does not state that the passages discuss Lincoln or explain why.	Response does not introduce the topic or explain information that is the same and different in the passages.	Ideas are not connected; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of informative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

First Passage

Directions: Read the following passage. Then answer the questions that follow.

Abraham Lincoln

by Delores Malone

Abraham Lincoln was born on February 12, 1809, in Kentucky. When Abraham Lincoln was a boy, everyone called him “Abe.”



Abraham Lincoln was President of the United States from 1861 to 1865. He died a few days after the Civil War ended.

Lincoln on the Farm

Abe’s family moved to Indiana in 1816. He was seven. The family cleared land for a farm. They cut down many trees.

Abe worked very hard on the farm. One of his jobs was cutting wood. He also plowed fields and planted corn. He carried a book wherever he went. When he had time to rest, Abe took the book from his pocket and read.

Lincoln in Illinois

As a young man, Abe worked in a store in New Salem, Illinois. One day, a woman bought some things in the store. After she left, Abe noticed that he hadn’t given her enough money back. Abe walked many miles to give her the money. When



his friends heard this story, they called him “Honest Abe.”

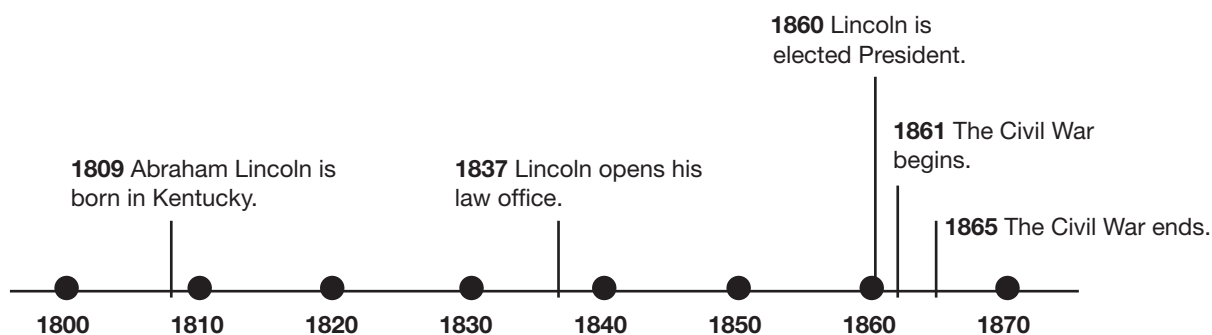
Abe loved to read, tell stories, and make people laugh. Abe studied hard and became a lawyer. Then he opened a law office in Springfield, Illinois. Now people called him “Mr. Lincoln.”

Lincoln as President

Lincoln was elected President in 1860. Now he was called “President Lincoln.” As President, Lincoln had a big problem. People in the North wanted to end slavery. They said that slavery was wrong. People in the South wanted to form their own country and keep slavery. Lincoln wanted to keep the country together.

The Civil War began in 1861. The armies of the North and the South fought each other. Many people died. Lincoln had to find a way to stop the fighting.

The Civil War ended in 1865. Lincoln worked hard to end the war. He wanted to put our country back together. To this day, people remember Lincoln as a wonderful President. They call him “America’s Great President.”





Comprehension

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What is the author's purpose for writing this passage?

- a. to entertain readers with stories about Lincoln
- b. to explain why Lincoln was elected President
- c. to tell about the life of an important President
- d. to make readers think that Lincoln was great

Part B

How do you know why the author wrote the passage?

- a. The passage says that Lincoln loved to tell stories.
- b. The passage describes Lincoln's whole life.
- c. The passage calls Lincoln a wonderful President.
- d. The passage tells when Lincoln became President.

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.



2. Part A

In what year did Lincoln open a law office in Springfield, Illinois?

- a. 1816
- b. 1837
- c. 1860
- d. 1865

Part B

Where did you find the information to answer Part A?

- a. in the picture caption
- b. under the heading “Lincoln on the Farm”
- c. under the heading “Lincoln in Illinois”
- d. on the time line

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



3. Part A

Why does the story of Abraham Lincoln's life include information about the Civil War?

- a. Lincoln was President of the United States during the Civil War.
- b. Lincoln fought in the war as a soldier in the army of the South.
- c. Lincoln wanted the North and the South to be different countries.
- d. Lincoln ended the Civil War as soon as he became President.

Part B

Which sentence from the passage helps you answer Part A?

- a. "He studied hard and became a lawyer."
- b. "The armies of the North and the South fought each other."
- c. "Lincoln had to find a way to stop the fighting."
- d. "They call him 'America's Great President.'"

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



Vocabulary

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

The word “cleared” has many meanings. What is the meaning of “cleared” in the following sentence?

“The family cleared land for a farm.”

- a. became light and sunny
- b. jumped over without touching
- c. made easy to see through
- d. removed something from

Part B

Which sentence from the passage helps you understand the meaning of “cleared”?

- a. “Abe’s family moved to Indiana in 1816.”
- b. “They cut down many trees.”
- c. “Abe worked hard on the farm.”
- d. “He also plowed fields and planted corn.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



2. Part A

“When his friends heard this story, they called him ‘Honest Abe.’” What does the word “honest” mean in this sentence?

- a. shy
- b. wise
- c. fair
- d. funny

Part B

Which detail helps you understand what “honest” means?

- a. Lincoln read books whenever he had the chance.
- b. Lincoln walked very far to return money to a woman.
- c. Lincoln studied hard so he could become a lawyer.
- d. Lincoln loved to tell stories and make people laugh.

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**3. Part A**

The word “great” has many meanings. What is the meaning of “Great” in this sentence?

“They call him ‘America’s Great President.’”

- a. large
- b. excellent
- c. old
- d. main

Part B

Which sentence from the passage gives a clue to the meaning of “great”?

- a. “When his friends heard this story, they called him ‘Honest Abe.’”
- b. “Lincoln was elected President in 1860.”
- c. “Lincoln worked hard to end the war.”
- d. “To this day, people remember Lincoln as a wonderful President.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



Directions: Look at the picture and read its caption. Then answer these questions in complete sentences.

This image shows a blank sheet of handwriting practice paper. It features five identical sets of horizontal lines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The background is white, and the lines are black.

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **Writing 2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **Writing 8.** Recall information from experiences or gather information from provided sources to answer a question.



Name _____

Second Passage

Directions: Read the following passage. Then answer the questions that follow.

Face to Face

Our nation has had many great Presidents. In South Dakota, you can come face to face with four of them. Their faces are carved in stone at Mount Rushmore!



Workers spent 14 years carving Mount Rushmore.

Carving Mount Rushmore

Gutzon Borglum was the artist who designed the Mount Rushmore carvings. He planned to cut the faces of four important Presidents into the mountain. First, however, Borglum made a small model.

In 1927, workers began carving the mountain, following Borglum's plan. They used dynamite and tools to carve the faces. They blasted away stone with the dynamite. They continued forming the faces with tools.

Faces on a Mountain

By 1941, four huge faces were carved: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Each face is almost six stories tall. That is about 60 feet high.



George Washington

Mount Rushmore reminds us of our country's first 150 years. Washington became our first President in 1789. He helped start our country.

Thomas Jefferson

Jefferson became President in 1801. He bought more land for the United States. This land in the west made our country bigger. Jefferson sent people to explore the land. They made maps. They learned a lot about the land. They helped Americans learn about it too.

Abraham Lincoln

Lincoln became President in 1861. He was President during the Civil War. This was a very hard time for the country, but Lincoln kept the country together.

Theodore Roosevelt

Roosevelt became President in 1901. He set up many national parks. He wanted to conserve America's beautiful places. He wanted to keep them beautiful so Americans could always enjoy them.

Visitors to Mount Rushmore see great stone carvings. They enjoy nature's beauty too. Mount Rushmore is a national treasure.



Comprehension

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What is the main idea of the passage?

- a. Every year many people visit South Dakota to see Mount Rushmore.
- b. Carving four faces on Mount Rushmore took workers a long time.
- c. Mount Rushmore was carved in honor of great American leaders.
- d. Workers used dynamite to help shape the faces they were carving.

Part B

Which detail from the passage best helps you answer Part A?

- a. “Gutzon Borglum was the artist who designed the Mount Rushmore carvings.”
- b. “He planned to cut the faces of four important Presidents into the mountain.”
- c. “Visitors to Mount Rushmore see great stone carvings.”
- d. “They used dynamite and tools to carve the faces.”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how to* demonstrate understanding of key details in a text. **Informational Text 2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.



2. Part A

What is an important thing President Jefferson did?

- a. He was the first President of the country.
- b. He added a lot of land to the United States.
- c. He led the country during the Civil War.
- d. He set up national parks for people to enjoy.

Part B

Under which heading did you find the answer to Part A?

- a. “Carving Mount Rushmore”
- b. “Faces on a Mountain”
- c. “George Washington ”
- d. “Thomas Jefferson”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. **Informational Text 5.** Know and use various text features (e.g., captions, bold print, *subheadings*, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



3. Part A

How long did it take workers to carve Mount Rushmore?

- a. 4 years
- b. 14 years
- c. 60 years
- d. 150 years

Part B

Where did you find the answer to Part A?

- a. under the heading “Faces on a Mountain”
- b. in the title
- c. in the picture
- d. in the picture caption

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. **Informational Text 5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



Vocabulary

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What is the meaning of the word “carved” in this sentence?

“Their faces are carved in stone at Mount Rushmore!”

- a. made by removing stone
- b. glued to rocks and stone
- c. built on top of a stone
- d. drawn on a large rock

Part B

Which sentence from the passage helps you understand the meaning of “carved”?

- a. “Gutzon Borglum was the artist who designed the Mount Rushmore carvings.”
- b. “He planned to cut the faces of four important Presidents into the mountain.”
- c. “First, however, Borglum made a small model.”
- d. “They continued forming the faces with tools.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grade 2 reading and content*, choosing flexibly from an array of strategies.



2. Part A

The word “stories” has different meanings. What is the meaning of “stories” in this sentence?

“Each face is almost six stories tall.”

- a. newspaper articles
- b. written tales
- c. floors of a building
- d. facts about someone

Part B

Which word from this sentence provides a clue to the meaning of the word “stories”?

“Each face is almost six stories tall.”

- a. face
- b. almost
- c. six
- d. tall

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. **Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase.



3. Part A

What does “conserve” mean in this sentence?

“He wanted to conserve America’s beautiful places.”

- a. save from any harm
- b. let people build on
- c. sell at a high price
- d. give to the states

Part B

Which sentence from the passage helps you understand the meaning of “conserve”?

- a. “Mount Rushmore reminds us of our country’s first 150 years.”
- b. “Roosevelt became President in 1901.”
- c. “He wanted to keep them beautiful so Americans could always enjoy them.”
- d. “Visitors to Mount Rushmore see great stone carvings.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



Extended Response

You have read two passages about building ideas.

- “Abraham Lincoln”
- “Face to Face”

Both passages tell about Abraham Lincoln. What information about Lincoln is the same in both passages? What information about Lincoln is different in the passages? Why is Lincoln talked about in both passages?

On a separate sheet of paper, write an essay with two paragraphs to answer these questions. In your essay, be sure to:

- Use information from both passages
- Begin your essay by introducing the topic
- In the first paragraph, tell what information is the same in both passages
- In the second paragraph, explain how the information is different
- End your essay with a concluding sentence that explains why Lincoln is talked about in both passages
- Check your essay for proper grammar, usage, spelling, capitalization, and punctuation.

COMMON CORE LEARNING STANDARDS

Writing 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Think-Pair-Share/Paired Discussion

RATIONALE

TEAM TALK Think-Pair-Share provides a structure for pairs of students to think and talk together. The name aptly describes the stages of students' participation:

- **THINKING**—Students have time to think about something they read.
- **PAIRING**—Students take turns expressing key ideas with a partner.
- **SHARING**—Students present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all students are allotted “think time,” which reduces the problems presented by the quiet student or the over-eager student. Pairing students gives each student an opportunity to use text-related language to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, students are prepared to present their formulated and rehearsed ideas to a group.

The Think-Pair-Share routine provides students with structured support as they engage in rich, rigorous text-reliant conversations. By asking students thought-provoking questions about the text, students are involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- *What does the author want you to know? What part of the text helps you understand that? What's the author's purpose? What text evidence supports that purpose?*
- *How does the main character react to this challenge? What part of the text helps you understand the character's response?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with Think-Pair-Share/Paired Discussion routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with evidence from the text. Model how you use evidence from the text to formulate your response. For example, “*On page 10, the text says _____. This tells me that ____.*”

- Describe how you use key vocabulary from the text in your response. For example, “*I know that Mama is in a hurry to get ready for the party because on page 15 the author uses the phrase bustling around to describe Mama's actions.*”
- Teach students how to use language to respond to the views expressed by other students. For example, “*I agree with _____ and would like to add _____. I disagree with _____ because the text states ____.*”

Practice by posing questions on familiar, non-threatening, non-academic topics, such as what students enjoy doing outside of school. Guide students in following each part of the Think-Pair-Share/Paired Discussion routine. Give them a minute or two to think; then let them know it's time to share. When students get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more students as they feel ready to participate.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Incorporate paraphrasing into the routine. Provide time for partners to repeat back what they each said. You may want students to write a few sentences that paraphrase what their partner said. Later, during the sharing stage, ask students to present their partner's ideas by paraphrasing.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections (*I agree with what you said about ...*) as well as make comparisons (*I understand your point about _____, but I think ...*)
- At the end of the partner conversation, give students one minute to write their reflections on the discussion they had with their partner. Have students reflect on ways the discussion helped them to better understand the text.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RI.2.1; CCLS.ELA.SL.2.4

THE ROUTINE

- 1 Introduce Think-Pair-Share/Paired Discussion to students.
In your head, consider your thoughts about a question I ask. When I signal it's time to pair up, you'll get together with a partner and exchange ideas. I'll give you a reminder to make sure each partner has a chance to contribute. Then, pairs can volunteer to present their ideas to the class.
- 2 Pair students in random pairs, classmates sitting nearby, or in ability-focused pairs.
- 3 For successful conversation between partners, have students sit in close proximity to one another and engage in eye contact with each other. Remind students that they should attend closely to what their partner is saying.
- 4 Pose an open-ended question to facilitate an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure students find text evidence to support their answers.
- 5 Invite pairs to take turns responding to the question. Encourage students to respond to their partners by saying, *"I agree with you and would like to add _____. I disagree with you because the text states _____. I believe the author is trying to tell readers _____ because the text says _____."*
- 6 After a minute or so, remind students to make sure each partner has had a chance to contribute. You might say, *"Now's a good time to make sure each partner has shared an idea."*
- 7 Monitor student conversations by listening in briefly to their conversation. If students aren't engaged in rich discussion, offer prompts to refocus their attention or bring them back to the text to find evidence to support their answers. For example, *"Explain what you mean using different words;"* or *"Find the words the author used to describe that historical event."*
- 8 When pairs have had ample time to explore the question, have partners choose a spokesperson. Briefly have the spokesperson rehearse what they will share with the class. You may ask them to write down what they will share. Then invite volunteers to present their pair's ideas to the class. Keep track of the students who act as spokespeople, encouraging different students to act as spokesperson with each pairing activity.

Whole Class Discussion

RATIONALE

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for students to expand their oral vocabulary and practice language structures that are more complex than those structures they come across in their reading. By engaging students in a Whole Class Discussion, students interact socially while responding to and building upon each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Students can gain a deeper understanding of the text and clear up any confusion they may have had about the text. Discussions with the whole class can also lead to new understandings that may not have surfaced without the contributions of many students to the discussion.

The Whole Class Discussion routine is an effective tool to use after reading a text, or portion of a text, with students. It is appropriate to use following a reading of the text for the first time or as follow-up to a close reading exercise. This discussion helps students clarify their text understandings. Here are some engaging questioning examples:

- *What did you learn about in today's reading? Did this learning lead to a new understanding? Find text evidence that confirms that new understanding.*
- *What questions do you still have about the text? What part of the text caused confusion for you? How did you clear up your confusion?*
- *How might you sum up what we read today? What part of today's reading did you find most interesting/entertaining/thought-provoking?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Whole Class Discussion routine:

- Set a time limit for the class discussion and for individuals who add their thoughts.
- State a specific discussion focus to help students concentrate on the topic. For example, *"Harry and Sasha had a disagreement. Why did they disagree?"* If students get off topic, restate the focus and ask them to consider how their response relates to this focus.
- Remind children of appropriate discussion manners, such as: listen carefully to others, do not interrupt others, and be positive about what classmates add to the discussion.

- Teach students how to refer back to the text as they add to the discussions. For example, *"Templeton did not care about Wilbur. On page 90, Templeton expressed his disinterest in helping Charlotte by saying 'Let him die. I should worry.'"*
- Teach students how to use language to respond to the views expressed by other classmates. For example, *"I agree with you. I think that ____;"* or *"I don't agree with you. I think that ____ because the text says ____."*

Practice by engaging students in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to short five-minute discussions.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Ask students to restate and add on to what the previous participant said. This encourages students to listen actively to what their classmates are saying and make connections between their response and their classmates' responses.
- Encourage higher-level thinking by asking students follow-up questions to their responses. For example, *"That's an interesting point. Can you explain that a bit further?"*
- At the end of the discussion, have students turn to a classmate and share one new idea they came away with from the discussion. For example, *"I didn't understand why Timmy was so upset over losing the baseball card. However, after Mark explained that the card was of the first African American baseball player, I understood Timmy's reaction better."*
- At the end of the Whole Class Discussion, have students write one new idea they came away with from the discussion. You might also have them write a reflection on how the conversation helped them better understand the text.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RI.2.1; CCLS.ELA.SL.2.4

THE ROUTINE

- 1 Introduce the Whole Class Discussion to students.
We are going to talk about this book together. Let's focus on _____. If you have something to add to our conversation, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you add new ideas.
- 2 State the focus of the discussion and any time parameters you have set, such as *"We're going to talk about this for the next 10 minutes."*
- 3 Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Remind students to find text evidence that supports their responses. Give students a few moments to find text evidence to support their responses before they add to the discussion. They may flag this text evidence or make notes of it. Remind students to wait for others to finish talking before they jump in to talk. Encourage students to build on previous responses by classmates as well.
- 4 As students take turns responding to the discussion question, remind them to think first about the question and then consider whether their response is appropriate.
- 5 As students add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps students develop their contributions fully. For example, *"Give another reason or two to support your thinking."*
 - Ask students to find text evidence that substantiates their response. For example, *"What part of the text helps you to understand the main idea?"* This helps students internalize the text and understand the importance of text evidence to support their responses.
 - If students provide an opinion, ask other students to share their own opinions in response. For example, *"How does your opinion compare to Lee's opinion?"* Encourage students to support their opinions with valid reasons.
- 6 Before ending the conversation, invite students who have not participated to add their thoughts. You might say, *"We have just a few minutes left. If you have not shared your thoughts about this question, consider sharing them now with us. You may help your classmates understand something new."*
- 7 As you wrap up the discussion, ask a volunteer to summarize one or two of the most important points discussed. Students will more likely cement new or revised understandings about the text when wrapping up the conversation in this way.

Small Group Discussion

RATIONALE

Small Group Discussion provides a supportive and safe structure for groups of 3-6 students. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about text. Students interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help students clarify or clear up understandings of the text. These discussions allow students to unpack text specifics, looking at genre, text structure, and how a writer writes. Example questions to engage students in text-based discussions include:

- *What words or phrases help you understand the author's purpose for writing this text?*
- *What part of the text helps you understand the character's reaction to an event?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Small Group Discussion routine:

- State a clear focus for the Small Group Discussion. For example, *"How does the author help readers understand the relationships between the characters?"*
- Remind students to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, *"On page 7, Martin calmly walked away after his baby sister pulled his hair. His reaction helps me know that he understands what it means to be a good big brother."*
- Teach students how to use language to respond to others' views. For example, *"I agree with you. I think that ____."* or *"I don't agree with you because I think that ____."*

Engage students in Small Group Discussions often. Discussions may revolve around subject matters, classroom management, or literature. Provide feedback as students participate.

GOING DEEPER

These additional activities may be done with students once they are familiar with the routine.

- As students discuss the text, have the Fact Checker flag text evidence. The Summarizer can use this flagged evidence in a group summary.
- Provide the Elaborator with a list of questions that will encourage higher-level thinking. For example, *"That's an interesting point. What made you think that?"* *"Can you explain your thoughts in more detail?"*
- At the end of the Small Group Discussion, have individuals write one new idea they came away with from the discussion.

THE ROUTINE

- 1 Introduce the Small Group Discussion to students.
As you discuss the text in your group, each of you has a role to play besides sharing your own thoughts about the text.
- 2 Organize students into groups of 3-6. Grouping can be in the form of ability grouping, interest grouping, or random grouping. Decide what works best for the task and your students.
- 3 For successful Small Group Discussions, have students sit in a circle so that all members of the group can both see and hear each other.
- 4 Introduce Small Group Discussion roles. These roles encourage all students to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Fact Checker:** returns to the text to confirm or clarify text evidence
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** asks follow-up questions after someone shares a response
 - **Summarizer:** wraps up the group conversation
 - **Reporter:** reports to the class about the overall group discussion

For smaller groups, the Summarizer and Reporter roles could be combined, and/or the Clarifier and Elaborator roles could be combined.
- 5 Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind students to return to find supporting text evidence. Tasks may include thinking about a text through a graphic organizer. Suggestions are found in the teaching lessons.
- 6 State any parameters you have set, such as *“Talk in your groups for the next 15 minutes.”*
- 7 As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *“I agree with you. I thought something similar when _____. I don’t agree with you because I remember reading _____.”*
- 8 Stop by each group briefly to monitor students’ conversations. If students aren’t engaged in rich discussion, offer prompts to encourage deeper conversations. Examples: *Explain your thoughts more. Find words used to describe what the character is thinking.*
- 9 As the end of the allotted time nears, remind students of the task. You might say, *“In these last few minutes, the Summarizer and the Reporter should work on the group’s summary and what you will report to the class.”* Encourage the Reporter to rehearse what he will say.

Read Aloud

RATIONALE

Read Aloud opportunities provide students with the chance to listen to a proficient reader model fluent reading. When students have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes much easier with the guidance of the proficient reader. Students are freed to listen and take in new vocabulary that goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how to navigate through a variety of texts, such as understanding connections between story events or returning to sidebars after reading the main text.

The Read Aloud routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as attending to text features or plot development. For those individual students who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan your places for interjections carefully so as to not disrupt the flow of the overall reading. Consider these points when planning for a Read Aloud:

- What is my focus for this Read Aloud, for example, enjoyment, subject content, character development, text structure?
- What points in the text provide for the most natural stopping points to briefly discuss?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Read Aloud routine:

- State a clear focus for the Read Aloud. For example, *“As I read, listen for ways the events in the book connect to one another.”*
- Remind students that their primary role is to listen carefully to the text being read aloud.
- Model how to refer back to the text as you stop for brief conversations during the Read Aloud. For example, *“I thought Mom’s description of the iguana being uglier than Godzilla was funny. Godzilla was a super ugly monster-type dinosaur in old movies.”*

- Describe how key vocabulary deepens your understanding of the text. For example, *“I am glad the author explained what an estancia is. I have heard the term ranch used to describe a farm in the United States but the word estancia was unfamiliar to me prior to reading this text.”*
- As students respond to the text, model how to use language to respond politely to others’ views. For example, *“I agree with you. I think that ____.”* or *“I don’t agree with you because I think that ____.”*

Engage students in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading aloud a poem to begin or end the school day or as long as 20 minutes to engage in a rich piece of literature.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Encourage higher-level thinking by asking students to share their own open-ended questions about the text. This allows you to see where comprehension is breaking down. Their questions may also lead others to think more deeply about the text.
- At the end of the end of a Read Aloud, ask students to reflect on the reading by having them write briefly about the text. Suggestions for this appear in the teaching lessons.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.10

THE ROUTINE

- 1 Introduce the Read Aloud routine to students.
As I read aloud to you, listen carefully for moments when we see the main character react to challenges. I'll stop on occasion for us to talk about what I've read.
- 2 Gather the group in a comfortable, intimate setting. If possible, gather where students can partake in the visual aspects of the text as well as hear you easily.
- 3 Before reading the text aloud, explore the text with students. Provide a synopsis of the text. Share the genre. Give students knowledge that they may need to understand before hearing the text read to them, such as *"This book tells the story of Theodore Roosevelt's life. The author starts the story when he is president. Then the text goes back in time to his childhood before we learn more about his life as president."* Suggestions for exploring the text are found in the teaching lessons.
- 4 During the Read Aloud, stop briefly to monitor students' understandings of the text. Engage students in brief conversations, such as *"What new understanding do you have about Johnny Appleseed?"* You may also model aloud your own thinking. For example, *"I love how the author painted the description of the barnyard. The details about the barn's swing made me want to join in the fun that Avery and Fern were having."*
- 5 After completing the Read Aloud, give students an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *"How did the main character change from the beginning of the story to the end? What parts of the text showed the most change in the character?"* or *"What steps did we learn for creating a budget?"* Ask questions to confirm understanding and model how to clarify understanding. For example, *"I wasn't sure what the character meant when he said that a dragon had moved into the neighborhood. I had to think about what I had just read. Then I understood that he was referring to the fierce wind that blew."*

Shared Reading/Read Together

RATIONALE

The Shared Reading/Read Together routine provides students with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing students with some responsibility while they continue to receive support from a proficient reader. Through Shared Reading/Read Together opportunities, the teacher's role is to support students as they engage with the text. The students' role is to continue to build fluency in both word recognition and text navigation, to gain meaning from the text, and to build their knowledge base.

The Shared Reading/Read Together routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to students but provides some challenges for them to navigate. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility. As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will students play in the reading? Will they read silently as you read aloud? Will they read aloud with you? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Shared Reading/Read Together routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *"As we read together, look for ways in which the experiences of different pioneers were similar to each other."*
- Remind students that they are sharing responsibilities in reading the text with you. Explain that they can follow your lead when they are confronted with text challenges.
- As you stop for brief conversations during the Shared Reading/Read Together experience, ask students to model referring back to the text to support their responses.
- Encourage students to use key vocabulary as they share their understandings of the text. Students build their oral vocabulary when they transfer text vocabulary into oral conversations.

- As students respond to the text and to their peers' responses about the text, remind them to state their opinions and support their opinions with reasons and text evidence.

Engage students in Shared Reading/Read Together opportunities during all subject matter lessons. For example, when doing a close reading of a familiar piece of literature, students share the responsibility of comprehending text at an inferential level with you, the proficient reader. When revisiting a science text, students navigate text features with you, solidifying their understandings of the subject matter.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Have students add sticky notes to sections of text they want to return to for discussions. When given a reading focus ahead of time, they can flag sections of relevant text.
- Pause briefly during the reading to have students write quick one-minute reflections instead of sharing aloud. This allows students time to engage in quiet thinking.
- At the conclusion of a Shared Reading/Read Together lesson, ask students to share reflections about the text, how they navigated the text, how they overcame challenges to gain deeper understanding, and what they took from the experience to use in future reading or writing opportunities. See the teaching lessons for more suggestions.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.10

THE ROUTINE

- 1 Introduce the Shared Reading/Read Together routine. For example:
We're going to read this text together. As we read, your role will be to follow along and help me read the dialogue with expression. As we read, let's look for words or phrases the author uses to develop characters.
- 2 You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3 During Shared Reading/Read Together experiences, stop briefly to monitor students' understandings of the text. Engage students in brief conversations, such as *"What stumbling blocks have you hit? What helped you work through those challenges?"* Ask volunteers to model their own thinking aloud. When students think aloud about their processes for overcoming text challenges, they solidify their understandings. These think-alouds also allow you to assess students' use of reading strategies along with contextual understandings.
- 4 After completing the Shared Reading/Read Together, ask volunteers to summarize the reading. Then ask open-ended questions that refer students back to the focus for the reading, such as plot development. Remind students to support their responses with text evidence.

Independent Reading

RATIONALE

Independent Reading is reading students do on their own. Most often Independent Reading is done with self-selected texts at a student's independent reading level. Independent Reading provides practice in word recognition, word decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Students practice these things with text that they can access with great accuracy.

Having an Independent Reading routine in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for students to take full control during Independent Reading. Students see models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading routine is an effective tool to use after students have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The text students read during Independent Reading is often chosen by the student. The teacher's role is to guide students in choosing appropriate texts in a variety of genres to read and to assess that students are understanding what they read on their own.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Independent Reading routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes of reading time devoted to students reading independently.
- State a clear focus. For example, *"As you read your narrative texts, look for ways the author gives clues into the characters' personalities."*
- Remind students that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each student. Ask about a reading strategy that you have previously noted he or she needs additional practice with. For example, *"How would you summarize this paragraph/page/chapter?"* As needed, model the strategy using a paragraph of his or her text.
- As students wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share what they read with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking students to share examples from what they read that connect to the focus you provided earlier.

As students engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Ask students to flag parts of the text they found most interesting as they read. These might provide them with ideas for journaling or sharing after reading.
- Have students write book reviews and share them with peers. Knowing a peer recommends a book encourages others to read that same book.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RL.2.3; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.2; CCLS.ELA.RI.2.3; CCLS.ELA.RI.2.10

THE ROUTINE

- 1 Introduce the Independent Reading routine to students. For example:
Independent Reading is your time to choose the books you want to read. Keep in mind that it should be a book that allows you to practice some of the things we have talked about during our Read Aloud and Shared Reading lessons. The book should not be too easy or too hard. When choosing a book, open to a page of text. You should know many or most of the words on the page.
- 2 Have students find a comfortable place to dive into their Independent Reading. Just as we like to read for pleasure in a comfortable place; students want that, too.
- 3 Provide students with a focus for the day's Independent Reading. For example, you might ask all students to focus on how the author transitions readers from one scene to another.
- 4 Check in with individuals as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for students to practice everything they have learned in Read Aloud and Shared Reading experiences. It is not the time for students to become frustrated through significant challenges.
- 5 As you check in with individuals about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *"In what ways has the author supported your understanding of this topic?"* or *"What is the most important thing you have read so far?"*
- 6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Ask all students to reflect on their reading, having them write briefly about what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for students to have time to reflect on their reading.

Text Club

RATIONALE

A Text Club provides a format in which 4–6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss different genres. By reading and discussing multiple genres, students develop genre knowledge and build their own genre preferences. As they participate in peer conversations centered around one text, students develop critical and creative thinking skills. These skills carry over to students' independent reading, helping them connect to texts in more thoughtful ways. Students also learn responsibility as they prepare for each club meeting. They also begin to assess their own learning.

As you prepare to implement Text Clubs, consider:

- the reading abilities and interests of students. You will want to gather a set of texts that allows for all readers to be successful at reading.
- modeling thoughtful responses about texts through read aloud and shared text discussions. Students are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce Text Clubs:

- Preview texts by doing a book talk, sharing a summary, author information, or by reading aloud a section of the book to grab readers' attention.
- As students first learn to manage and participate in Text Clubs, use picture books. Then introduce longer texts.
- Assess students' work during Text Club discussions by taking anecdotal notes on how they interact with peers and text. Students can assess their own performance through checklists, journal entries, and conferences with you.

GOING DEEPER

You may choose to do these activities once students are familiar with the routine.

- Have students reflect on Text Club discussions by journaling. They may answer questions such as: *What did I share today? What was the key moment in the discussion? Who did I agree/disagree with? Why?*
- Have students in a Text Club read different books and come together to discuss text features or story elements, literacy skills, or genre/author studies.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RL.2.3; CCLS.ELA.RL.2.4; CCLS.ELA.RL.2.5; CCLS.ELA.RL.2.6;
CCLS.ELA.RL.2.7; CCLS.ELA.RL.2.9; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.2; CCLS.ELA.RI.2.3;
CCLS.ELA.RI.2.4; CCLS.ELA.RI.2.5; CCLS.ELA.RI.2.6; CCLS.ELA.RI.2.7; CCLS.ELA.RI.2.8; CCLS.ELA.RI.2.9; CCLS.ELA.RI.2.10

THE ROUTINE

- 1 Introduce students to what a Text Club is.
In your Text Club, everyone reads the text on their own. Then Text Club members will share their thoughts with each other. For example, you may talk about ways the author got his message across to readers. Each of you will have a job to help your Text Club get the most out of your discussion together.
- 2 Introduce and model Text Club roles. Initially, give students the opportunity to practice each role. Eventually, students within each newly formed group will be responsible for deciding who will assume each role. Sample roles include:
 - Discussion Leader:** leads the group discussion and keeps everyone on task
 - Word Wizard:** selects and defines interesting or important vocabulary
 - Connector:** points out text-to-text, text-to-self, text-to-world connections
 - Summarizer:** writes and shares a short text summary
 - Illustrator:** creates a drawing or diagram connected to the reading
 - Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3 Preview 4–6 texts students may read in Text Clubs. Include a variety of text levels, allowing all students to choose texts they will be successful at reading. Then give students time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.
- 4 Students read the text on their own and prepare for the Text Club meetings. Students may have multiple reading assignments over a period of a week or two along with multiple Text Club meetings as they read longer text. Depending on their roles, students may have additional work to do ahead of time, for example, the Discussion Leader may want to write questions to discuss as a group.
- 5 Students meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *"How did this text help you understand a new point of view?"* or *"In what ways did the author foreshadow what occurred in this chapter?"*
- 6 After Text Club discussions, have students decide how they want to share the text with the class. For example, they may choose to give a summary, share facts they learned, or talk about the author's craft.
- 7 Debrief with each Text Club to assess how the group felt about the discussions they had. Ask them to rate their discussions with a 3-Star rating system. Have them share their reasons for the rating.

Text-Based Vocabulary Routine: Informational

RATIONALE

Informational texts provide opportunities for students to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. Because the number of words in English is enormous, and all words cannot be taught, it is imperative to both explicitly teach needed vocabulary for understanding text, and provide students with a set of strategies for determining word and phrase meaning independently as they encounter them in texts. As students build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context to understand the meaning of key words and phrases.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms. They are less able to use their own background knowledge of similar words to help comprehend such specific text. It is important to provide students with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.

When planning Text-Based Vocabulary lessons for informational text, consider providing:

- opportunities for students to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about gravity, students will better understand the words *gravity*, *mass*, and *weight* if they experiment with objects being dropped to the floor. These actions as well as ensuing conversations will lead to better understanding and correct usage of these terms in oral language.
- rigorous vocabulary instruction to help students expand their domain-specific vocabularies.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Text-Based Vocabulary routine:

- Point to the word and say it aloud, and then read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a dictionary.
- Create a semantic map of the word so that students see the connections between the word and related words. Have students use the map to create sentences and internalize the word.

As students engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in texts and use in their writing. In addition, the more students know about how words work in texts, the more they will be able to comprehend complex content-area texts.

GOING DEEPER

You may choose to do these additional activities once students are familiar with the routine.

- As you read an informational text, sort specialized words by semantic features. Semantic feature analysis can look at how words are put together with prefixes, root words, and suffixes, or words can be analyzed through other features. For example, if looking at specialized vocabulary relating to animals, students might sort the animals based on their characteristics, such as mammal, amphibian, bird, herbivore, carnivore, and omnivore.
- Have students create concept definition maps. They define the vocabulary word, tell what it is like, and give examples. For instance, a pioneer is "one of the first to settle in an area." A pioneer is like an explorer, settler, or adventurer. Examples include Laura Ingalls Wilder and John Sutter.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.4; CCLS.ELA.RI.2.4; CCLS.ELA.L.2.4; CCLS.ELA.L.2.5; CCLS.ELA.L.2.6

THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to students. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author provides the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to use text features, such as diagrams or charts, in the text to understand the word. Sometimes we have to use all of this information and then “infer” what the word means because we cannot tell explicitly. We can confirm with the dictionary or by asking the teacher.*
- 2 Write or display the sentence or passage containing the word. Say the word aloud. Then use the word in another sentence, providing students with a similar context in which to hear the word used. For example, *“The atmosphere is the layer of air that covers Earth like a blanket”* is found in the text. You might share this sentence: *“Many miles above Earth there is no atmosphere.”*
- 3 If there are context clues to help establish meaning of the word, have students share those. This encourages students to go back into the text to locate these clues. Also, point out to students how vocabulary words relate to other words in the text. For example, when talking about modes of transportation, it is important that students make connections between *subways, trains, and rails.*
- 4 If the word is boldface in the text, have volunteers read the glossary definition aloud. If not, have students look it up in a dictionary. Help students understand more technical definitions.
- 5 Create a semantic map with students. This helps students make connections between the unknown word and known words and/or concepts. Samples of semantic maps can be found online by searching “semantic maps for vocabulary words.”
- 6 Encourage students to use the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so you may assess students’ understanding.

Text-Based Vocabulary Routine: Literary

RATIONALE

In literary texts, students are likely to encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help students understand strategies to address and comprehend new vocabulary as they come upon them in texts. Students need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings of individual words.

In narratives, vocabulary may center around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in *Charlotte's Web*, E.B. White describes a spider web in this way: "A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken." The words *delicate* and *strands* are not likely words students will encounter in many texts or use in conversations. Yet they are important to understanding a spider's web, which is a central part to the plot of *Charlotte's Web*. It is important to address these words so that students understand the text and how to tackle similar unique words in other literary texts.

When planning Text-Based Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that students can apply in their independent reading.
- rigorous vocabulary instruction helps students expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Text-Based Vocabulary routine for Literary texts:

- Have the students pronounce the word orally and then read the paragraph in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning in language that students can understand.

- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Discuss why the author chose that word rather than a synonym. Then have students use the word in a sentence or two that is different from the context in the passage.

As students engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in text and use in their writing. In addition, the more students know about how words work in texts, the more they will be able to comprehend complex texts.

GOING DEEPER

You may choose to do these additional activities once students are familiar with the routine.

- Have students create graphic organizers, such as a web, to add synonyms or morphological family members of the word. For example, *family*, *familiar*, *unfamiliar*.
- Add vocabulary words to a classroom word wall by categories. Encourage students to notice when others use the vocabulary words in their writing.
- Have students keep a list of figurative phrases in their vocabulary notebook. Discuss similes, metaphors, and personification and have students record examples of each.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.4; CCLS.ELA.RI.2.4; CCLS.ELA.L.2.4; CCLS.ELA.L.2.5; CCLS.ELA.L.2.6

THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to students. For example, *As we read narrative text, we will come across many words that we have not seen or heard before. Authors often help us understand those words by giving context clues. Sometimes we need to look more closely at the word and break it into word parts. Sometimes we need to look in a dictionary to define it. Let's look at how words work.*
- 2 Write or display the sentence or passage containing the word. Include a break-down of the word into syllables. Have students pronounce the word and share context clues about its meaning. This brings students back into the text. Help them identify the part of speech.
- 3 Have a volunteer look up the word in a dictionary and read the definition. Help students understand the meaning as it is used in the text to ensure comprehension. For example: *Delicate* can be defined as “having fineness of structure, workmanship, or texture” or as “easily torn or hurt.” The text says, *“Although it is made of thin, delicate strands, the web is not easily broken.”* The words *not easily broken* help students realize that *delicate* is referring to the “fineness of the structure, workmanship, or texture.” You might say that Charlotte’s web is “a fine work of art.”
- 4 Use the word in other ways, for example, *Making a beaded necklace is delicate work.* Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, *Why do you think E.B. White used delicate instead of fragile to explain the strands of a spider’s web?*
- 5 Have students compare and contrast the word with synonyms. How is *dainty* different than *delicate*? How is *fragile* different than *delicate*? How is *extraordinary* different than *delicate*?
- 6 Have students turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.

Reading Wrap-Up

RATIONALE

Reading Wrap-Up is a 5–10 minute concluding activity held at the end of a reading lesson. Students come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, students are encouraged to make connections between previous learning and new ideas that emerged in today's lesson. Students share their own insights about the text and are encouraged to add on to what their classmates said before them. Students practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to students explain what they have learned in their own words.

As you plan for Reading Wrap-Ups, keep in mind:

- the end goal of the lesson. Prompt students with discussion questions that relate to this end goal.
- the types of questions you prompt students with. Provide opportunities for students to express their opinions, to find text evidence in one section or in more than one section, or to discuss the author's craft.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in meaningful participation in the Reading Wrap-Up.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *"Let's talk about the structure the author used for sharing his opinion about this topic."*
- Before students share observations in a wrap-up discussion, have them write for a few minutes in their journals about what they read, what questions they still have about the lesson, or any other observations about the activities they completed. This will help students focus their thinking before speaking in front of the group.
- Teach students how to use language to respond to others' views. For example, *I thought so too. I wondered the same thing but then I remembered that _____. I had a different prediction because I thought it was a clue when _____.*

GOING DEEPER

These additional activities may be done with students once they are familiar with the Reading Wrap-Up routine.

- Model ways for students to make connections between texts they have read in class and outside of class. For example, *"The way the main character reacted when he found out his dog was lost reminded me of a newspaper article I read about a family who rescued a lost dog. What connections did you make between this story and the real world?"*
- Have students write down three big ideas from the lesson's reading. Then have each student share one of their big ideas.
- Remind students to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *"Today we summarized the poem we read. Who can summarize what you learned in science today?"*

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RI.2.1, CCLS.ELA.RI.2.2

THE ROUTINE

- 1 Bring students together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the text read during the lesson.
Today we read a biography. This text told the life story of Theodore Roosevelt. The author helped us understand how he became such an important person in our country's history by giving us details of his childhood through adulthood. Those key details helped us understand the main purpose of the text.
- 3 Pose open-ended questions to prompt meaningful conversation about text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *"What is one thing you will share with a family member or friend about what we read today?"* *"How would you summarize what you read today?"* *"Who is your favorite character from the book? Why?"* or *"What new word did you encounter today? How did you learn its meaning?"*
- 4 Encourage students to ask questions about the text or skills taught. If time allows, review, re-teach or make notes to follow up in future lessons.
- 5 You may discuss any reading homework or talk about upcoming texts to be read. For example, *"Tomorrow we will continue reading about Theodore Roosevelt and his life after he was president."*

Writing Wrap-Up

RATIONALE

Writing Wrap-Up is a 5–10 minute concluding activity held at the end of each writing lesson. Students are given time to discuss their writing with their peers as a community of writers. In Writing Wrap-Up, students are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to students talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Ups, keep in mind:

- the format in which students will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in meaningful participation in the Writing Wrap-Up.

- Be sure to schedule time at the end of a writing lesson for students to make connections between their writing and the text they read and between their writing and classmates' writing. The Writing Wrap-Up is also a time to recall and apply learning and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *Today we learned about transition words. We used them to show the sequence of events in our new endings. Find places in your writing where you used transition words.* Give students a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking students to provide feedback to their classmates' writing, model for them constructive ways to respond. For example, *"Your use of transition phrases like Just a moment later really helped me to follow what was happening"* or *"Your description of the Grand Canyon helped me understand just how big the canyon is."*

GOING DEEPER

These additional activities may be done with students once they are familiar with the Writing Wrap-Up routine.

- After students have listened to a classmate share her writing, have each student write one question they would like to ask the student author about her writing and add it to a "Question Bowl." The student author can pull three questions from the bowl and answer them. This allows students to engage in constructive conversations.
- Have students engage in reflective writing about their writing. They may do quick self-assessments by writing two things on a sticky note: 1. what they felt they did really well in their writing, and 2. what they will work on the next time they write. They can add these sticky notes to their drafts or in a writing journal.
- Remind students to use what they have learned, noticed, or thought about in today's writing lesson in other parts of the day. For example, *This morning we wrote opinions. Remember to include your opinions on your national park poster so others will want to visit that park.*

COMMON CORE CONNECTIONS
CCLS.ELA.W.2.5; CCLS.ELA.SL.2.1

THE ROUTINE

- 1 Bring students together for a 5–10 minute wrap-up of the writing lesson.
- 2 Quickly review the lesson objectives and the writing task. *Today you drafted a new ending for the story. You used details to describe how the main character reacted to the conclusion of the story's problem.*
- 3 Have students share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt students to discuss writing in thoughtful ways by suggesting open-ended questions, such as *"How did you use the text we read today to help you with your writing?"* or *"What did you learn about writing today that you can use again?"*
- 4 Discuss any questions students have about the writing skills they have learned. If time allows to review or re-teach, do so, or make notes to review in future lessons.
- 5 Discuss any homework or preview what students will learn in the next writing lesson. For example, *"Tomorrow we will revise our endings, adding details to the character's response to the story's conclusion."*

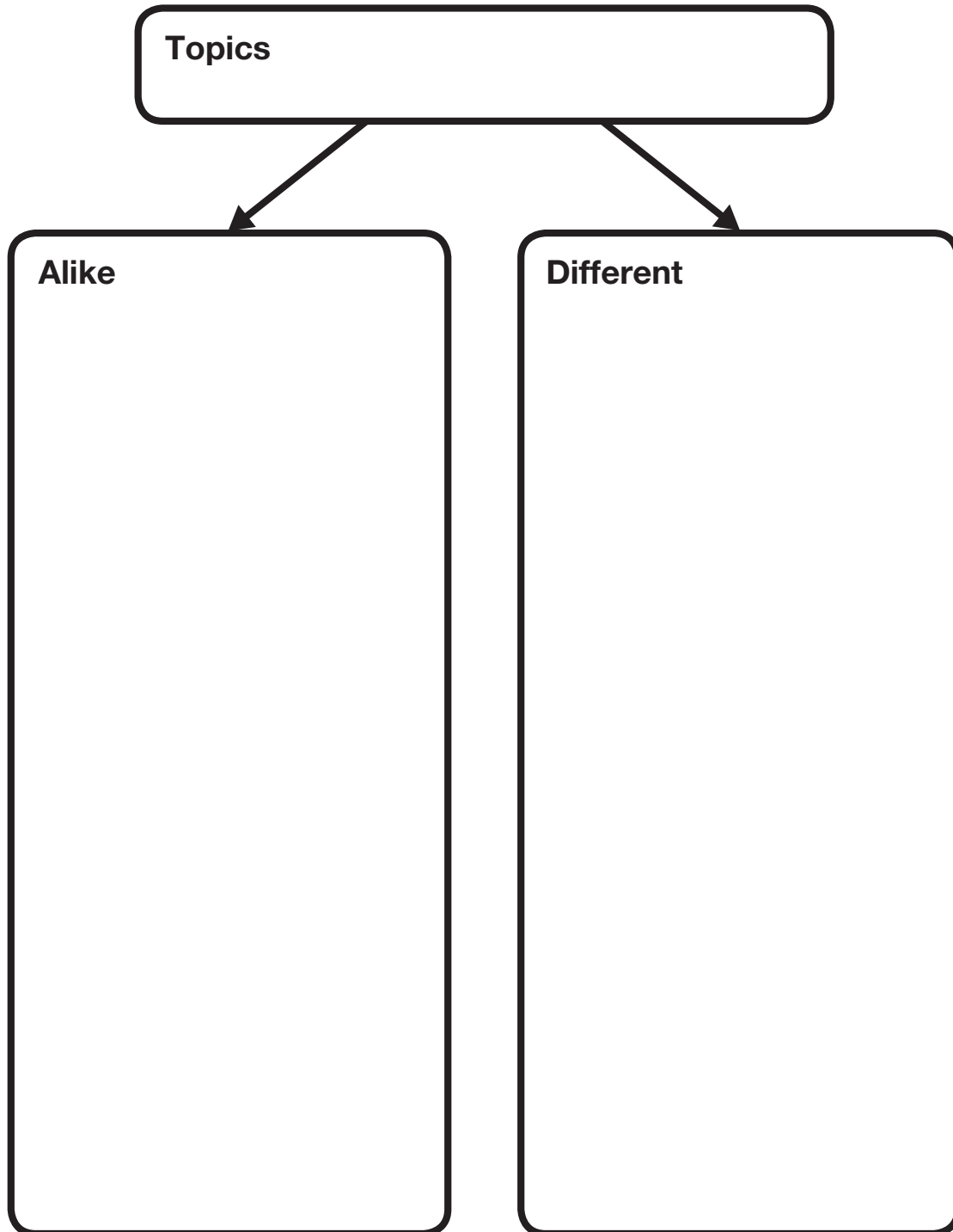
Cause and Effect

Causes

Effects

<p>Why did it happen?</p>	<p>What happened?</p>
<p>Why did it happen?</p>	<p>What happened?</p>
<p>Why did it happen?</p>	<p>What happened?</p>

Compare and Contrast

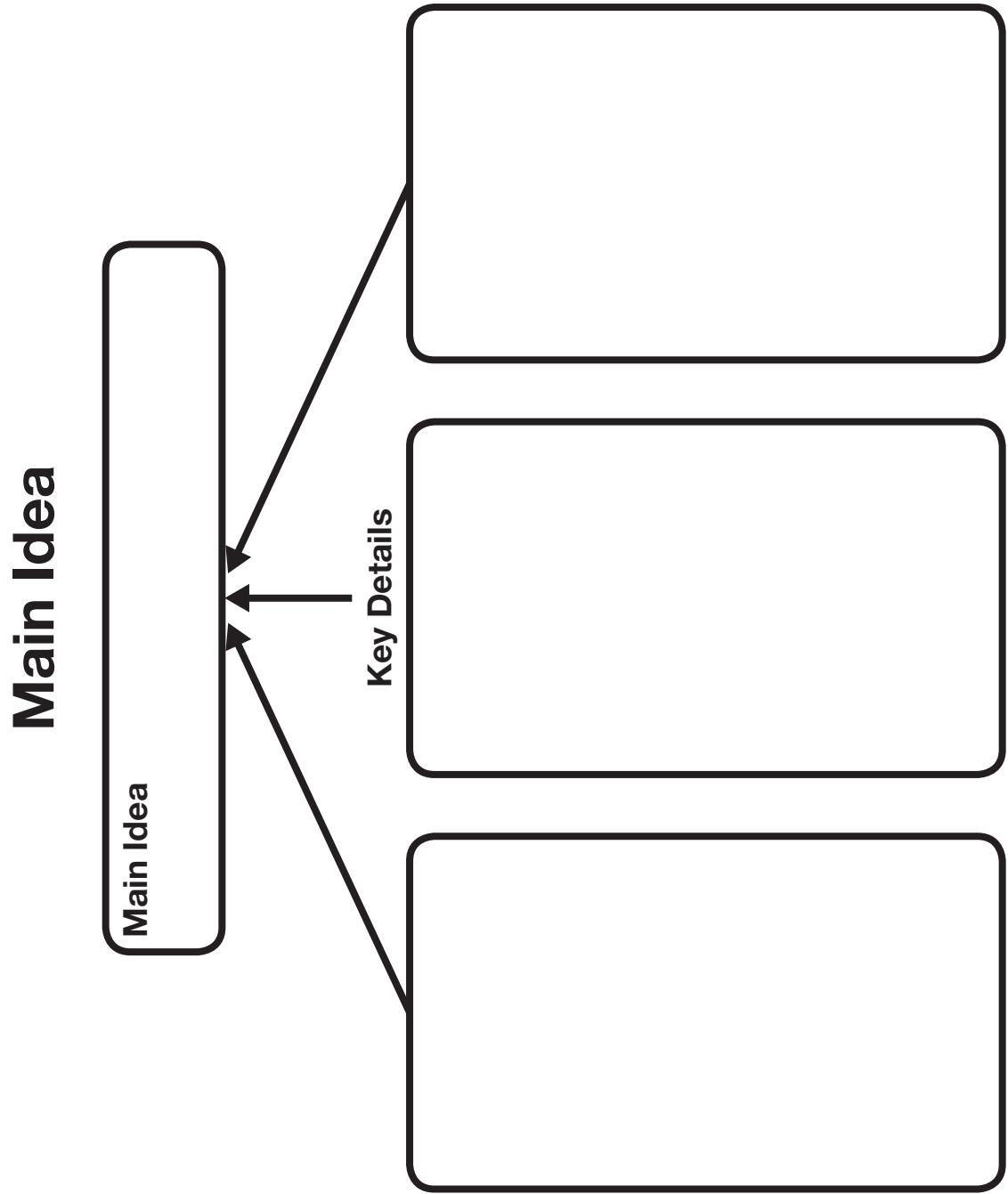


Four-Column Chart

K-W-L Chart

Topic _____

What We Know	What We Want to Know	What We Learned



Story Sequence A

Title _____

Beginning



Middle



End



Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
--------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

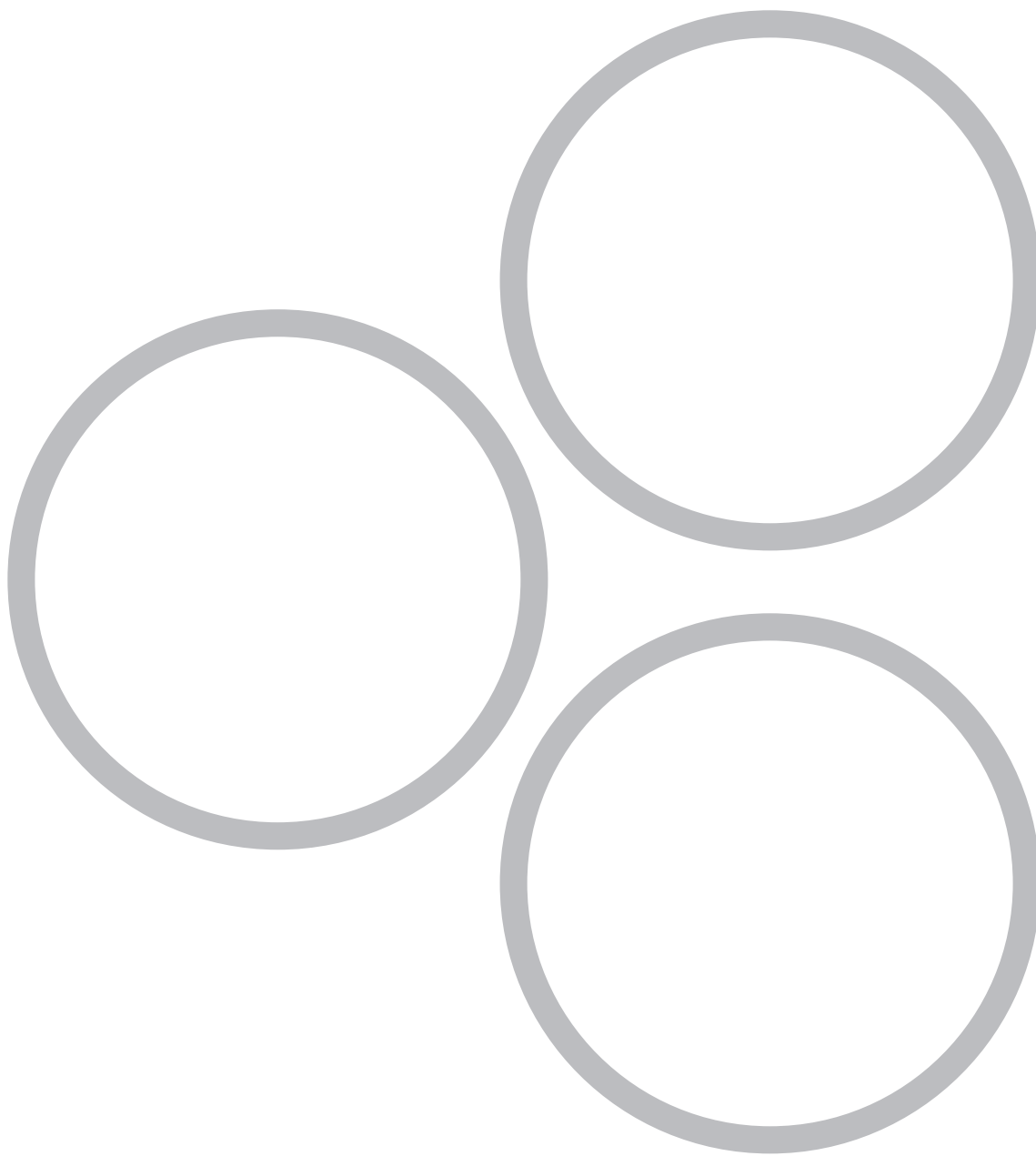
T-Chart

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Three-Column Chart

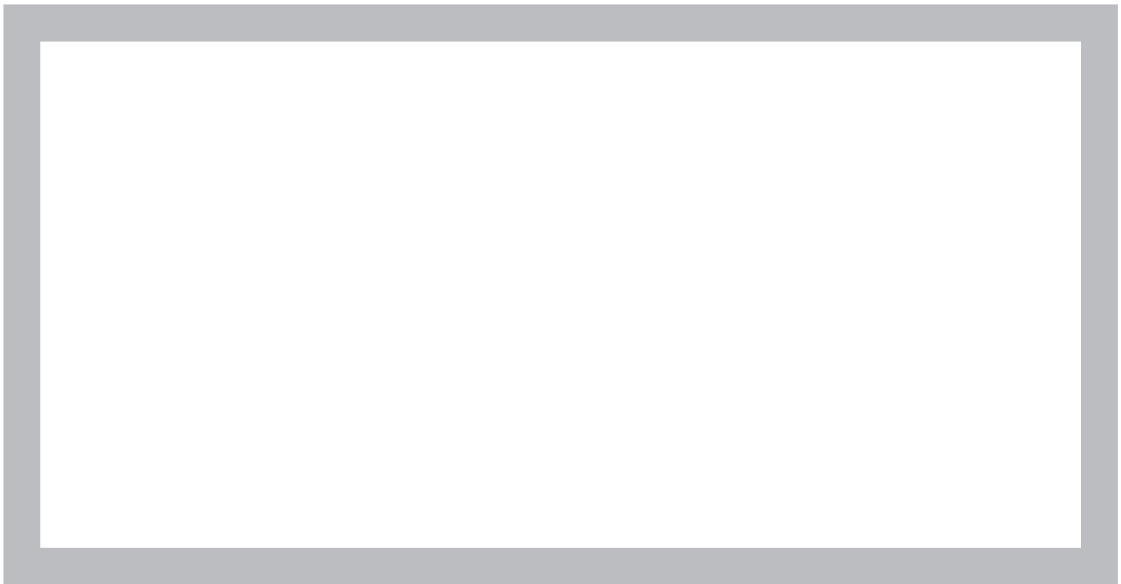
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Three Sorting Circles

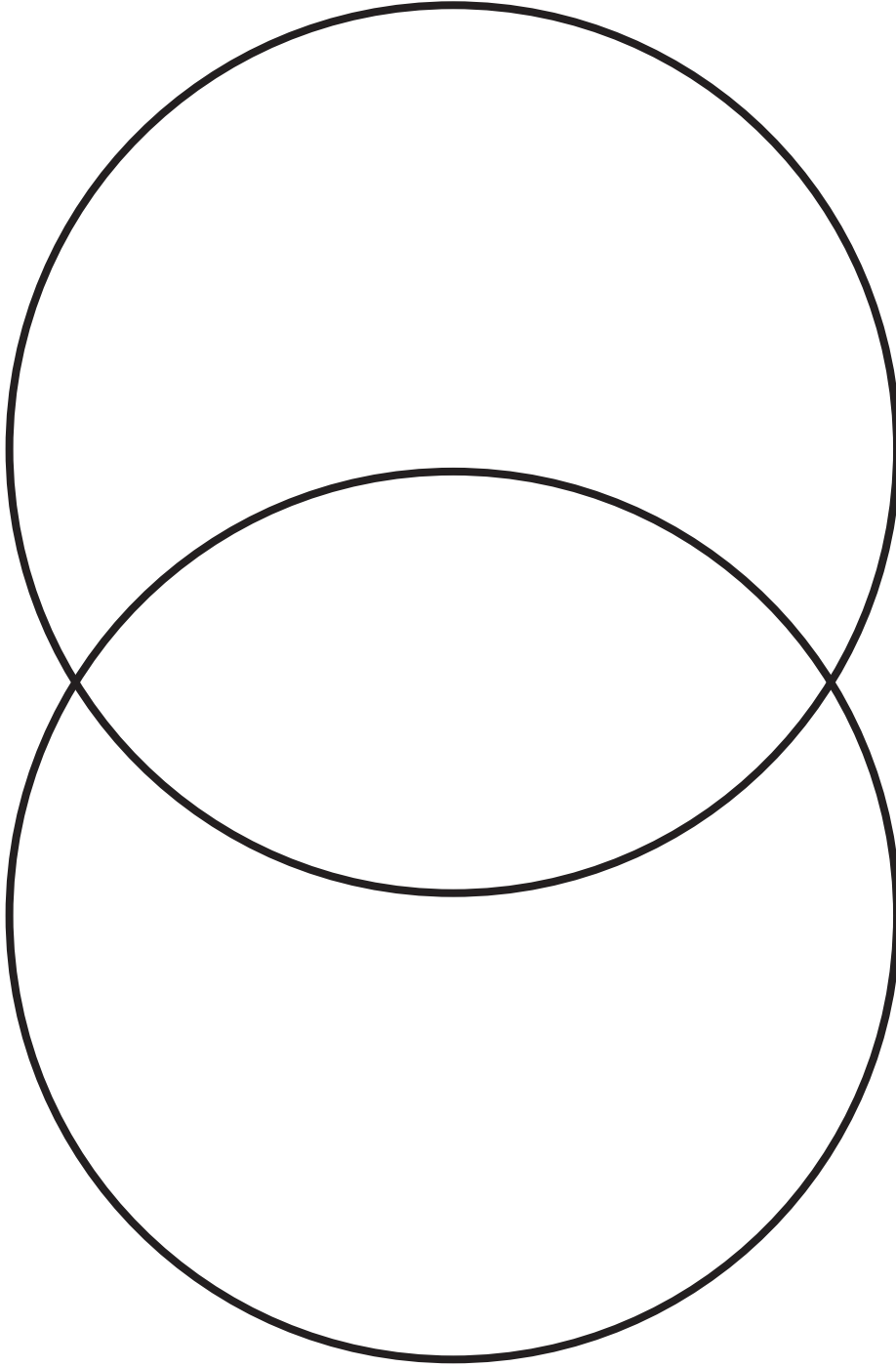


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Two Sorting Boxes

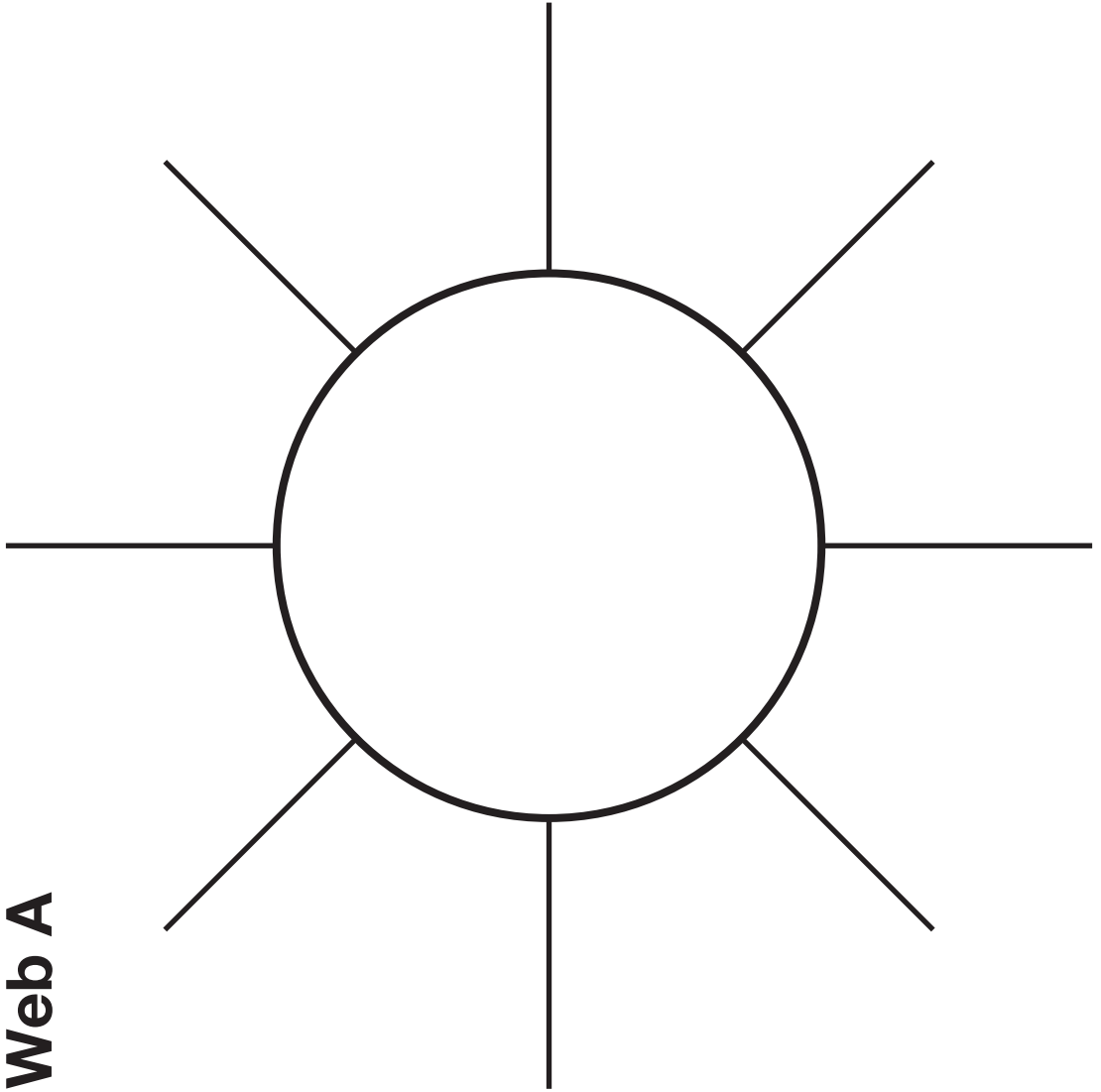


Venn Diagram

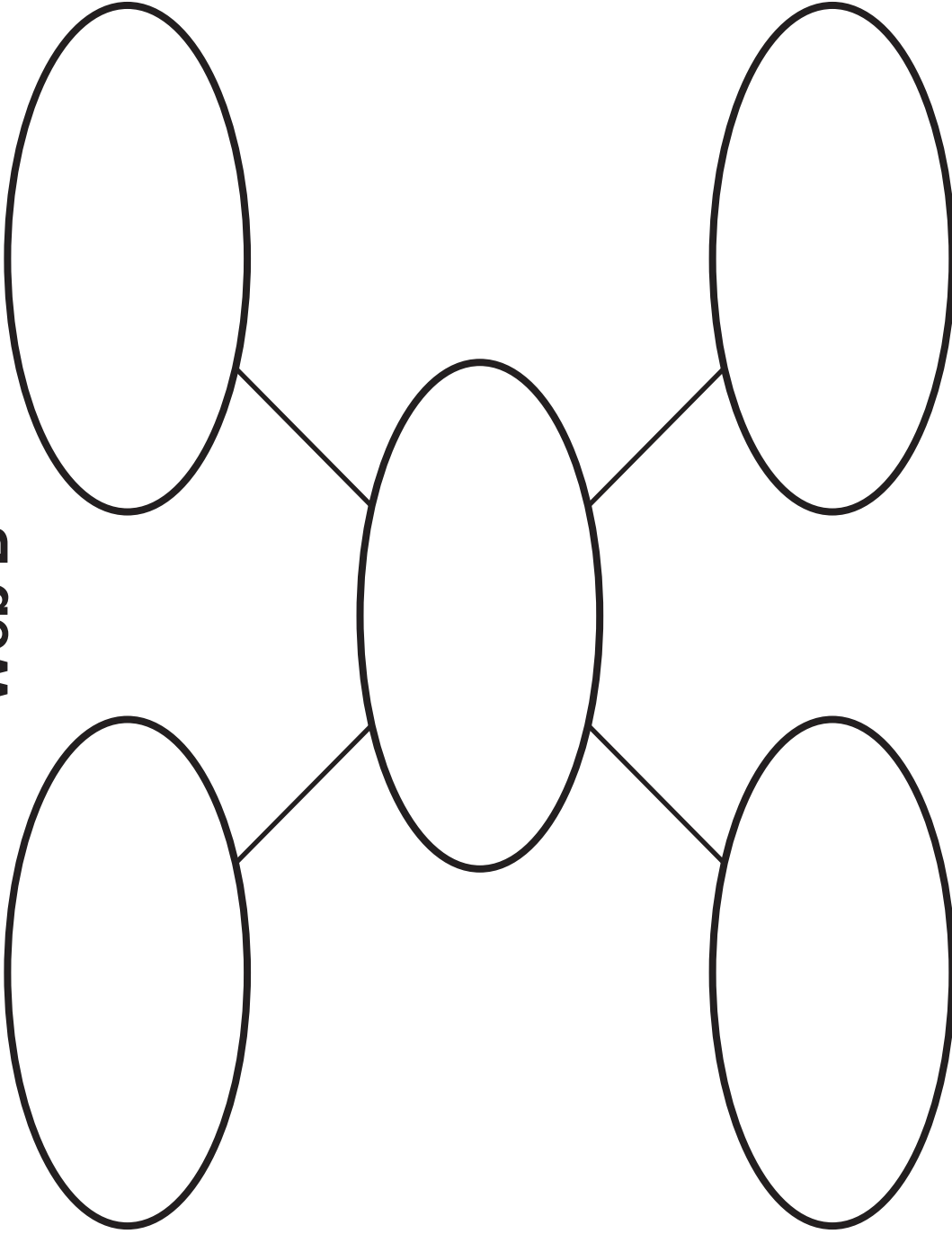


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Web A



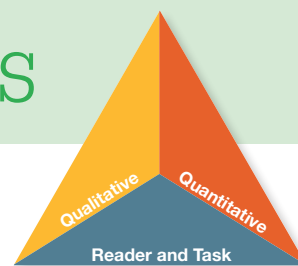
Web B



Word Rating Chart

Word	Know	Have Seen	Don't Know

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of **Theodore Roosevelt: The Adventurous President**.

QUANTITATIVE MEASURES

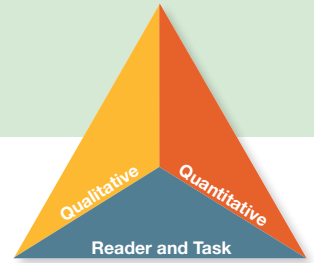
LEXILE	570L
AVERAGE SENTENCE LENGTH	8.56
WORD FREQUENCY	3.73
PAGE COUNT	44

QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (the history of Teddy Roosevelt's life; his experiences and adventures)
STRUCTURE	Conventional historical biography; series of chronological chapters with photos and sidebars; Q & A with expert; timeline
LANGUAGE CONVENTIONALITY AND CLARITY	Frequent use of political and historical terms, most defined in the text
THEME AND KNOWLEDGE DEMANDS	The time period in which Teddy Roosevelt lived

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss the time period that Teddy Roosevelt lived in and what the United States was like then.	Have children identify famous American presidents and some of their achievements; discuss why it was important.



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Marching with Aunt Susan***.

QUANTITATIVE MEASURES

LEXILE	AD650L
AVERAGE SENTENCE LENGTH	14.18
WORD FREQUENCY	3.12
WORD COUNT	2509

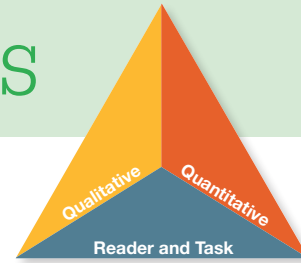
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (that every citizen of a country should be given the same rights, and a voice, in how they are governed)
STRUCTURE	Conventional narrative structure; series of scenes with dialogue; appendix with related historical facts and timeline at the end
LANGUAGE CONVENTIONALITY AND CLARITY	Frequent use of topic-specific vocabulary (e.g., <i>suffrage</i> , <i>referendum</i>) that is not defined in the text
THEME AND KNOWLEDGE DEMANDS	The history of women's rights in the United States, specifically the right to vote

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss how women did not always have the same rights and privileges that men had in the United States, and that they had to fight for equal rights, which included the right to vote.	Have children scan the text and write down words they need to define, such as <i>suffrage</i> and <i>referendum</i> .

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***The Man Who Made Parks***.

QUANTITATIVE MEASURES

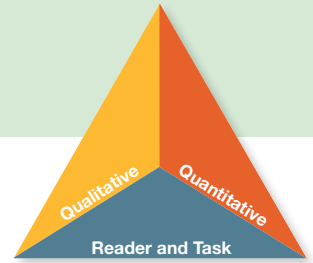
LEXILE	820L
AVERAGE SENTENCE LENGTH	11.78
WORD FREQUENCY	3.31
PAGE COUNT	32

QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (public parks provide a space for all people to enjoy nature and one another.)
STRUCTURE	Conventional historical biography; overview of life, then series of short statements with artwork showing examples of work
LANGUAGE CONVENTIONALITY AND CLARITY	Frequent descriptions of nature throughout different areas of the United States; occasional use of advanced vocabulary not defined in text (e.g., <i>overbearing</i> , <i>meandering</i> , <i>confinement</i>)
THEME AND KNOWLEDGE DEMANDS	A background on an urban setting, like New York City, in the mid-to-late 19 th century

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss urban settings in the mid-to-late 19 th century; discuss how a park benefits a city; imagine what a city would be like without public parks and discuss.	Have children go into the text and write down words that describe an urban setting in the mid-to-late 19 th century.



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of **City Green**.

QUANTITATIVE MEASURES

LEXILE	AD480L
AVERAGE SENTENCE LENGTH	9.56
WORD FREQUENCY	3.56
WORD COUNT	1396

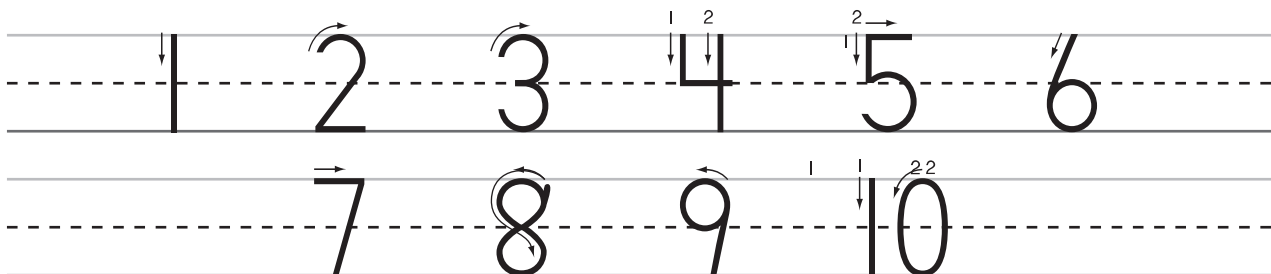
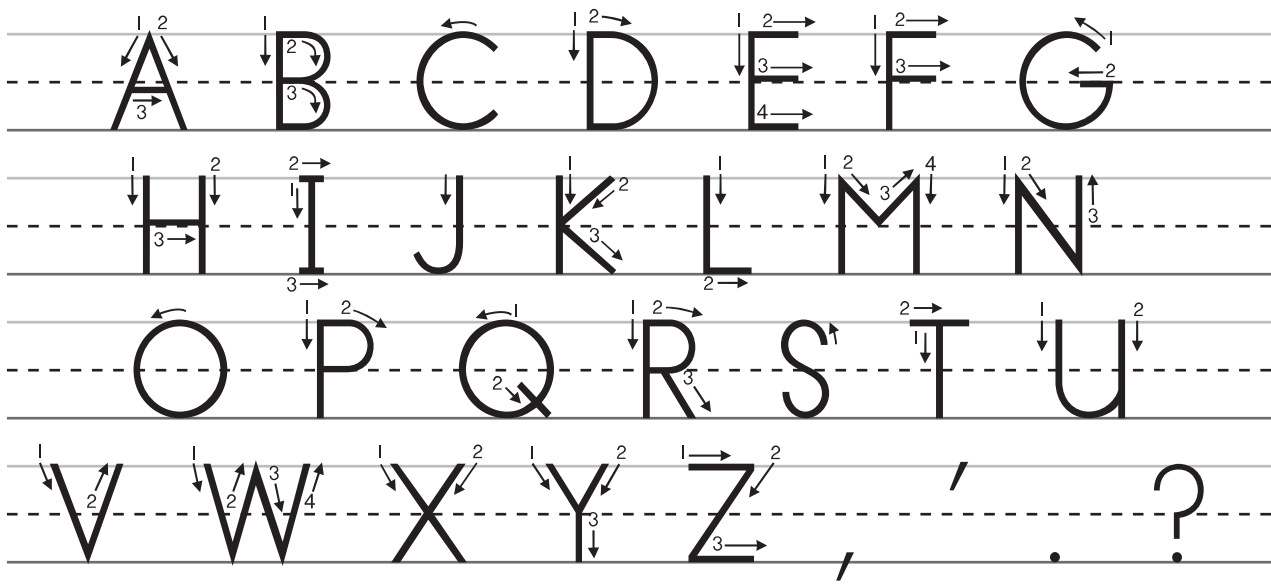
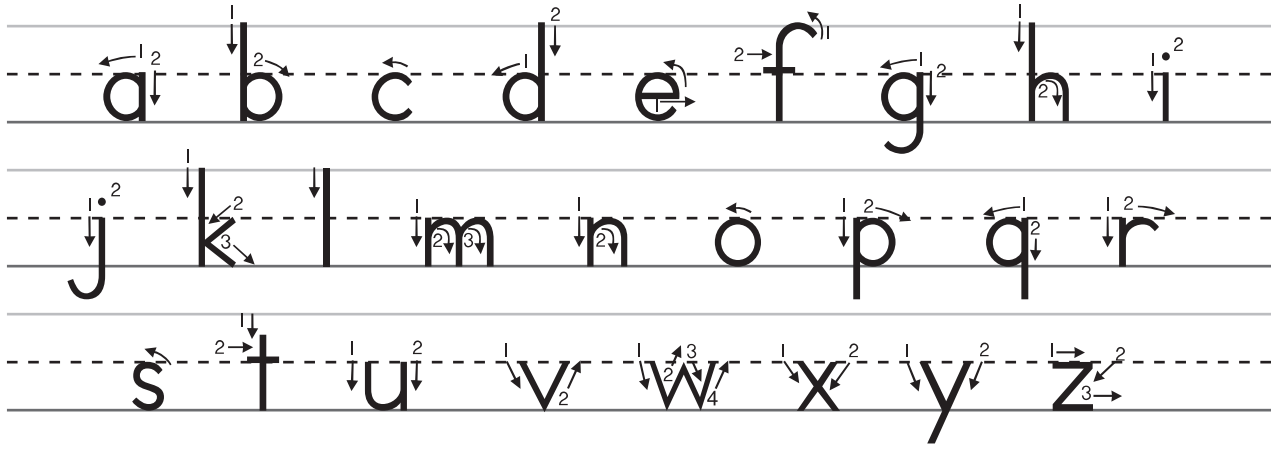
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (a community can work together to make the neighborhood a more enjoyable place to be)
STRUCTURE	Conventional narrative structure; series of scenes with dialogue
LANGUAGE CONVENTIONALITY AND CLARITY	Frequent descriptions of a neighborhood (landscape and citizens); occasional idioms (e.g., <i>sour grapes</i> , <i>good for nothin'</i>)
THEME AND KNOWLEDGE DEMANDS	How to plan and build a community garden

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss what an abandoned building is and why/where they exist; discuss what a community garden is. Determine the difference between a park and a community garden.	Create a plan to transform a vacant lot into a community garden. (What is the first step? What supplies do you need? How can you get others to help? What would you grow? and so on)

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

D'Nealian™ Cursive

a b c d e f g h i
 j k l m n o p q r
 s t u v w x y z

A B C D E F G
 H I J K L M N O
 P Q R S T U V
 W X Y Z . , ' ?

1 2 3 4 5 6
 7 8 9 10

Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

10, 18, 26, 34, 42, 50, 98, 106, 115 HarperCollins Publishers; 114 HarperCollins Publishers; 132, 140, 148, 156, 164, 172 Tundra Books; 220, 229 Tundra Books.